THE UNIVERSITY OF ALBERTA

CONSULTATIVE NEEDS AND PRACTICES IN SELECTED SENIOR HIGH SCHOOLS IN ALBERTA

by

Ⓒ ROSS HAMILTON MILLIKAN

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
SPRING, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled CONSULTATIVE NEEDS AND PRACTICES IN SELECTED SENIOR HIGH SCHOOLS IN ALBERTA, submitted by Ross Hamilton Millikan in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

G.A. Holdaway
Supervisor

R.G. McIntosh

R. Bryce

M. Van Manen

External Examiner

Date January 11, 1979

Dedicated to my Mother
Kathleen Millikan
and to my late Father
Alan Hamilton Millikan

ABSTRACT

The consultative needs and practices of teachers in selected senior high schools within the Edmonton Public School District were investigated in this study. Data were sought from teachers and from consultative personnel by questionnaire and structured interview in relation to 39 educational concern statements and 9 related general questions.

The general categories of concerns within which senior high school teachers experienced greatest needs for consultative assistance were "Curriculum/Program" and "Counseling/Student Services," while the most frequently mentioned individual educational concern was "Dealing with tardiness and/or absenteeism." The consultant classification from whom assistance was most frequently sought was the "teacher colleague." Such assistance for individual concerns was most commonly sought on "one to four occasions," while 28 percent of all needed assistance was classified by teachers as "recurring."

Overall, senior high school teachers reported that they were either "very satisfied" or "satisfied" with the assistance provided; however, high levels of dissatisfaction were recorded in relation to the concerns "Dealing with tardiness and/or absenteeism" and "Improving student motivation." Twenty-one percent of teachers indicated that there were occasions when they had not sought needed consultative assistance, the most commonly mentioned reason being a "lack of time to seek it." Seventy-nine percent of teachers reported having provided consultative assistance to colleagues in the same

school, while 41 percent had done so for other-school colleagues. Senior high school teachers were generally positive in their evaluation of alternative in-school experiences, but were generally negative about the value of external agencies in meeting their needs for consultative assistance.

Consultants reported having provided most assistance for items within the general category "Curriculum/Program," while the individual concerns for which assistance had been provided the most frequently were "Determining established school programs/standards," "Selecting 'best' instructional materials" and "Obtaining information on professional development/in-service programs." Highest percentage frequency ratings of satisfaction experienced in the provision of consultative assistance were reported for items within the "Instruction/Methodology" and "Specialist Equipment/AV Technology" general categories, while greatest dissatisfaction was recorded in relation to "Counseling/Student Services" concerns.

The most frequently mentioned reason for senior high school teachers choosing to not seek needed consultative assistance was perceived by consultants to be a "lack of time to seek it." Of all reasons given, 72 percent were rated by consultants as "common among teachers."

Teachers reported that they suffered from a lack of time to seek needed consultative assistance, a lack of access to formally-designated external consultative personnel, and, for some at least, difficulty in achieving two-way interaction with the most appropriate in-school personnel. These findings suggest that, as an interpersonal helping relationship for the alleviation or removal of teachers' concerns, the value of educational consultation has been both under-estimated and under-utilized.

ACKNOWLEDGEMENTS

Appreciation is expressed for the assistance provided by many people, in both obvious and subtle ways, in guiding me towards the successful completion of this Ph.D. program.

With specific reference to this document, thanks are conveyed to those participating principals and teachers, supervisors, and consultants who so generously gave of their time to facilitate instrument validation and data collection.

Sincere thanks are extended to Mrs. Christiane Prokop for her considerable assistance and expertise in computer programming and data processing, and to Mrs. Heather King for her thoroughness, tolerance and expertise as typist.

Sincere appreciation is extended to the members of my dissertation committee: Dr. L. R. Gue, for his support and suggestions in the early stages of the study; Dr. R. C. Bryce, for his support and recommendations at various times throughout the study; Dr. M. Van Manen and Dr. R. G. McIntosh, for their critical reading of drafts and for their contributions as members of my Supervisory Committee; Dr. A. Blumberg for serving as the external examiner; and Dr. E. A. Holdaway, committee chairman and study advisor, for his constructive criticism, pertinent advice, and assistance rendered from the conception of the study to its culmination.

To my wife, Jan, and to my children, Andrew, Timothy, and Rebecca, I am deeply indebted and convey heartfelt thanks for their continued patience, understanding, encouragement, and love.

TABLE OF CONTENTS

Page

ABSTRACT v

LIST OF TABLES xvi

LIST OF FIGURES xxii

Chapter

1 STATEMENT OF PROBLEMS AND DEFINITIONS OF TERMS . . . 1

External and Internal Consultancy 3

STATEMENT OF THE PROBLEMS 5

PROBLEM STATEMENTS 7

Problem Statement 1 7

Problem Statement 2 7

Problem Statement 3 9

Problem Statement 4 10

Problem Statement 5 10

Problem Statement 6 12

Problem Statement 7 14

Problem Statement 8 15

JUSTIFICATION OF THE STUDY 16

Stimulus for the Current Studies 17

OPERATIONAL DEFINITIONS OF TERMS 19

ORGANIZATION OF THE THESIS 20

2 REVIEW OF THE RELATED LITERATURE 22

Prefatory Comment 22

Chapter Page

SUPERVISION 25
HELPING RELATIONSHIPS 32
EDUCATIONAL CONSULTATION 41
  Research Into Educational Consultancy 47
    The external consultant 47
    The internal consultant 49
    The beginning teacher 50
    Plamondon's research 52
    Haughey's research 53
    Harrison's research 56
CONCEPTUAL FRAMEWORK 57
SUMMARY 63
3 RESEARCH DESIGN 66
  The Questionnaire 66
  The Interview Schedule 69
  Validity of Instruments 69
DATA COLLECTION PROCEDURES 71
TREATMENT OF DATA 71
DELIMITATIONS, LIMITATIONS AND ASSUMPTIONS 72
SUMMARY 73
4 DATA COLLECTION FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS, AND DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS 75
QUESTIONNAIRES 75
INTERVIEWS 77
DEMOGRAPHIC CHARACTERISTICS 78

Chapter Page

Teachers 78

Supervisory/Consultant Personnel 80

SUMMARY 83

5 EDUCATIONAL CONCERNS FOR WHICH TEACHERS SOUGHT CONSULTATIVE ASSISTANCE 84

Subproblem 1.1 84

Subproblem 1.2 87

Subproblems 1.2.1 and 1.2.2 90

Subproblem 1.3 94

Subproblem 1.4 96

Subproblem 1.5 99

SUMMARY 99

6 TEACHERS' THREE MOST IMPORTANT EDUCATIONAL CONCERNS AND LEVELS OF SATISFACTION WITH THE ASSISTANCE PROVIDED 101

Subproblem 2.1 101

Subproblem 2.2 103

Subproblems 2.3 and 2.3.1 108

Subproblem 2.4 110

Subproblem 2.4.1 116

Subproblem 2.5 118

Subproblem 2.5.1 120

Subproblem 2.6 and 2.6.1 120

Subproblem 2.7 124

Subproblem 2.8 129

SUMMARY 131

Chapter Page

7 ASSISTANCE NEEDED BUT NOT SOUGHT, ASSISTANCE PROVIDED TO COLLEAGUES, ALTERNATIVE NEEDS' FULFILLMENT 134

ASSISTANCE WHICH WAS NEEDED BUT NOT SOUGHT 134

Subproblem 3.1 134

Subproblem 3.2 134

Subproblem 3.3 136

Subproblem 3.4 137

Subproblem 3.5 142

ASSISTANCE PROVIDED TO COLLEAGUES 142

Subproblem 4.1 143

Subproblem 4.2 146

Subproblem 4.3 147

Subproblem 4.4 147

Subproblem 4.5 154

ALTERNATIVE SOURCES OF FULFILLMENT OF NEEDS . . . 156

Problem Statement 5 156

Subproblem 5.1 156

Subproblem 5.2 159

Subproblem 5.3 160

Subject/department meetings 160

E.P.S.B. professional development 162

A.T.A. specialist councils 163

Other A.T.A. services 164

Journals/publications 164

University personnel 165

Chapter | Page

Trust 166

Accommodation/facilities 166

Structures/procedures 167

SUMMARY 168

8 PROVISION OF CONSULTATIVE ASSISTANCE BY EXTERNAL CONSULTATIVE PERSONNEL 172

Subproblem 6.1 172

Subproblem 6.2 173

Subproblem 6.2.1 179

Subproblem 6.3 179

Subproblem 6.3.1 180

Subproblem 6.3.2 183

Subproblem 6.4 187

Subproblem 6.5 190

Subproblem 6.6 192

SUMMARY 194

9 COMPARISON OF RESPONSES OF TEACHERS AND EXTERNAL CONSULTANTS 197

Subproblem 7.1 197

Subproblem 7.2 199

Subproblem 7.3 203

Subproblem 7.4 207

Subproblem 7.5 207

Subproblem 7.6 211

SUMMARY 212

Chapter Page

10 COMPARISONS BETWEEN THE FINDINGS OF THIS STUDY AND TWO EARLIER STUDIES 216

Subproblem 8.1 220

Subproblem 8.2 222

Subproblem 8.3 223

Subproblem 8.4 225

Subproblem 8.5 229

SUMMARY 231

11 SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS 234

SUMMARY OF THE STUDY AND ITS MAJOR FINDINGS . . . 234

Problems Addressed by the Study 234

Justification for the Study 235

Research Design and Methodology 236

Major Findings 236

Major concerns (Problem 1) 236

Sources of assistance (Problem 1) 236

Teachers' three most important concerns (Problem 2) 237

Sources of assistance (Problem 2) 237

Needed but unsought assistance (Problem 3) . . 237

Assistance provided to colleagues (Problem 4) 238

Alternative experiences (Problem 5) 238

External consultants' responses (Problem 6) . . 239

Comparisons of responses (Problem 7) 240

Comparison of the three studies (Problem 8) . . 241

Chapter Page

RELATIONSHIPS OF THE FINDINGS TO THE CONCEPTUAL FRAMEWORK AND RELATED LITERATURE 242
  Relationship of the Findings to the Conceptual Framework 242
  Relationship of the Findings to the Related Literature 245
    Supervision 245
    Helping relationships 247
    Educational consultation 248
    Plamondon's research 251
    Haughey's research 252
    Harrison's research 253
IMPLICATIONS FOR PRACTICE 255
RECOMMENDATIONS FOR FURTHER RESEARCH 257
  Possible Doctoral Dissertations 258
  Possible Province-Wide Study 259
  Concluding Comment 260

BIBLIOGRAPHY 262

APPENDIX 271
  Teachers' Questionnaire 272
  Teachers' Interview Schedule 283
  Consultants' Questionnaire 286
  Consultants' Interview Schedule 294

LIST OF TABLES

Table		Page
1	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF QUESTIONNAIRE AND INTERVIEW RESPONDENTS	76
2	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE DEMOGRAPHIC CHARACTERISTICS OF 112 TEACHERS	79
3	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE DEMOGRAPHIC CHARACTERISTICS OF 20 CONSULTANTS	81
4	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES TO THE EDUCATIONAL CONCERNS FOR WHICH THEY SOUGHT CONSULTATIVE ASSISTANCE	85
5	PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES OF CONSULTATIVE ASSISTANCE SOUGHT FOR EACH EDUCATIONAL CONCERN FROM EACH REFERENT . . .	89
6	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE ASSISTANCE PROVIDED BY ALL CONSULTATIVE PERSONNEL FOR ALL 39 EDUCATIONAL CONCERNS OF 112 TEACHER RESPONSES, BY GENERAL CATEGORY . .	92
7	PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT CONSULTATIVE ASSISTANCE PROVIDED BY INTERNAL AND EXTERNAL CONSULTATIVE PERSONNEL	93
8	PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE NUMBER OF OCCASIONS ON WHICH SENIOR HIGH SCHOOL TEACHERS SOUGHT CONSULTATIVE ASSISTANCE FOR EACH EDUCATIONAL CONCERN	95
9	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF OCCASIONS ON WHICH ASSISTANCE WAS SOUGHT BY 112 TEACHERS, BY GENERAL CATEGORY	97
10	ADDITIONAL EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS SOUGHT	98
11	FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE THREE EDUCATIONAL CONCERNS FOR WHICH SENIOR HIGH SCHOOL TEACHERS FELT GREATEST NEED FOR CONSULTATIVE ASSISTANCE	102

Table Page

12 SPECIFIC PROBLEMS WITHIN THE THREE EDUCATIONAL CONCERNS FOR WHICH TEACHERS FELT GREATEST NEED FOR CONSULTATIVE ASSISTANCE 104

13 FREQUENCY AND PERCENTAGE FREQUENCY OF THE OCCASIONS ON WHICH TEACHERS SOUGHT CONSULTATIVE ASSISTANCE FOR THE THREE MOST IMPORTANT CONCERNS FOR WHICH THEY FELT GREATEST NEED 109

14 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE OCCASIONS ON WHICH TEACHERS SOUGHT ASSISTANCE FOR THEIR THREE MOST IMPORTANT EDUCATIONAL CONCERNS, BY GENERAL CATEGORY 111

15 PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES OF THE THREE EDUCATIONAL CONCERNS FOR WHICH THEY EXPERIENCED GREATEST NEED FOR CONSULTATIVE ASSISTANCE, BY THE ONE REFERENT MOST FREQUENTLY CONSULTED 113

16 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE ASSISTANCE PROVIDED BY ALL CONSULTANTS FOR TEACHERS' THREE MOST IMPORTANT EDUCATIONAL CONCERNS, BY GENERAL CATEGORY 115

17 PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT CONSULTATIVE ASSISTANCE PROVIDED BY INTERNAL AND EXTERNAL CONSULTATIVE PERSONNEL IN RELATION TO THE EDUCATIONAL CONCERNS FOR WHICH THEY FELT GREATEST NEED 117

18 PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES OF THE LEVEL OF SATISFACTION EXPERIENCED IN RELATION TO THE CONSULTATIVE ASSISTANCE PROVIDED FOR THE THREE EDUCATIONAL CONCERNS FOR WHICH THEY FELT GREATEST NEED 119

19 FREQUENCY OF OPINIONS AS TO WHY CONSULTATIVE ASSISTANCE PROVIDED WAS UNSATISFACTORY 121

20 FREQUENCY DISTRIBUTIONS OF TEACHER RATINGS OF THE ASSISTANCE PROVIDED BY GENERAL CATEGORIES OF ALL CONSULTATIVE PERSONNEL 122

21 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF LEVELS OF SATISFACTION EXPERIENCED BY TEACHERS, FOR HIGH-RESPONSE CONCERNS, BY SEX . . . 125

22 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RATINGS OF CONSULTATIVE ASSISTANCE PROVIDED, BY GENERAL CATEGORIES 130

Table Page

23 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT CONSULTATIVE ASSISTANCE WHICH WAS DESIRED BUT NOT SOUGHT . . . 135

24 REASONS GIVEN BY TEACHERS FOR NOT SEEKING NEEDED CONSULTATIVE ASSISTANCE 138

25 FREQUENCY DISTRIBUTIONS AND MEANS OF CONSULTATIVE ASSISTANCE WHICH WAS NEEDED BUT NOT SOUGHT WITHIN GENERAL CATEGORIES, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS 139

26 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT THE PROVISION OF CONSULTATIVE ASSISTANCE TO COLLEAGUES 144

27 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES ABOUT THE THREE MOST IMPORTANT EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS PROVIDED TO (A) TEACHER COLLEAGUES IN THE SAME SCHOOL, AND (B) TEACHER COLLEAGUES IN OTHER SCHOOLS . . . 145

28 FREQUENCY DISTRIBUTIONS AND MEANS OF THE PROVISION OF CONSULTATIVE ASSISTANCE WITHIN GENERAL CATEGORIES TO COLLEAGUES IN THE SAME SCHOOL, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS 149

29 FREQUENCY DISTRIBUTIONS OF THE PROVISION OF CONSULTATIVE ASSISTANCE WITHIN GENERAL CATEGORIES TO COLLEAGUES IN OTHER SCHOOLS, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS 150

30 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF CONSULTATIVE ASSISTANCE PROVIDED TO TEACHER COLLEAGUES IN THE SAME AND OTHER SCHOOLS, BY GENERAL CATEGORY 155

31 PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES TO NINE RELATED GENERAL QUESTIONS . . . 157

32 PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES TO THE NINE GENERAL RELATED QUESTIONS, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS 161

Table Page

33 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 20 SUPERVISORY/CONSULTATIVE PERSONNEL ABOUT THE EDUCATIONAL CONCERNS FOR WHICH THEY PROVIDED CONSULTATIVE ASSISTANCE TO SENIOR HIGH SCHOOL TEACHERS 174

34 PERCENTAGE FREQUENCY DISTRIBUTIONS OF 20 CONSULTANT RESPONSES OF THE OCCASIONS ON WHICH THEY PROVIDED CONSULTATIVE ASSISTANCE TO TEACHERS, FOR EACH OF THE 39 EDUCATIONAL CONCERNS, AND THOSE FOR WHICH SUCH PROVISION WAS RECURRING 176

35 PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE OCCASIONS ON WHICH EXTERNAL CONSULTANTS PROVIDED CONSULTATIVE ASSISTANCE TO SENIOR HIGH SCHOOL TEACHERS FOR HIGH-RESPONSE CONCERN STATEMENTS, BY COLLAPSED CLASSIFICATIONS 178

36 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE THREE EDUCATIONAL CONCERNS FOR WHICH CONSULTANTS PROVIDED ASSISTANCE TO TEACHERS MOST FREQUENTLY 181

37 SPECIFIC ASPECTS WITHIN THE THREE EDUCATIONAL CONCERNS FOR WHICH SUPERVISORY/CONSULTATIVE PERSONNEL MOST FREQUENTLY PROVIDED CONSULTATIVE ASSISTANCE 182

38 PERCENTAGE FREQUENCY DISTRIBUTIONS OF CONSULTANT-FELT SATISFACTION WITH THE PROVISION OF CONSULTATIVE ASSISTANCE APPROPRIATE TO THE THREE EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS MOST FREQUENTLY PROVIDED 184

39 MEANS OF THE LEVELS OF SATISFACTION EXPERIENCED BY EXTERNAL CONSULTANTS FOR ASSISTANCE PROVIDED 186

40 PERCEPTIONS OF SUPERVISORY/CONSULTATIVE PERSONNEL OF THE REASONS WHY TEACHERS MAY CHOOSE NOT TO SEEK NEEDED CONSULTATIVE ASSISTANCE 188

41 FREQUENCY DISTRIBUTIONS OF THE EDUCATIONAL CONCERN NUMBERS TO WHICH CONSULTANT-PERCEIVED REASONS OF WHY TEACHERS MAY NOT SEEK NEEDED CONSULTATIVE ASSISTANCE WERE PERCEIVED TO RELATE 191

Table Page

42 PERCENTAGE FREQUENCY DISTRIBUTIONS OF SUPERVISORY/CONSULTATIVE PERSONNEL RESPONSES TO NINE RELATED GENERAL QUESTIONS 193

43 PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHERS' RESPONSES OF NEEDS FOR CONSULTATIVE ASSISTANCE AND SUPERVISORY/CONSULTATIVE PERSONNEL RESPONSES OF PROVISION OF CONSULTATIVE ASSISTANCE FOR ALL 39 EDUCATIONAL CONCERNS 198

44 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHERS' RESPONSES OF NEEDS FOR CONSULTATIVE ASSISTANCE FOR THEIR THREE MOST IMPORTANT EDUCATIONAL CONCERNS, AND SUPERVISORY/CONSULTATIVE PERSONNEL RESPONSES OF THEIR PROVISION OF CONSULTATIVE ASSISTANCE FOR THE THREE MOST FREQUENTLY REQUESTED EDUCATIONAL CONCERNS 201

45 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE HIGH-RESPONSE EDUCATIONAL CONCERNS FOR WHICH TEACHERS EXPERIENCED GREATEST NEED FOR CONSULTATIVE ASSISTANCE, AND FOR WHICH CONSULTANTS PROVIDED CONSULTATIVE ASSISTANCE MOST FREQUENTLY . 202

46 PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES OF SATISFACTION EXPERIENCED WITH CONSULTATIVE ASSISTANCE PROVIDED, AND CONSULTANT PERSONNEL RESPONSES OF SATISFACTION EXPERIENCED WITH CONSULTATIVE ASSISTANCE PROVISION, IN RELATION TO THEIR THREE MOST IMPORTANT EDUCATIONAL CONCERNS, RESPECTIVELY 204

47 MEANS OF LEVELS OF SATISFACTION OF TEACHERS WITH HELP THEY RECEIVED FROM ANY CONSULTANT, AND SATISFACTION OF EXTERNAL CONSULTANTS WITH ASSISTANCE THEY PROVIDED, BY GENERAL CATEGORIES . . 206

48 REASONS GIVEN BY TEACHERS AND CONSULTANTS WHY TEACHERS DID NOT SEEK NEEDED CONSULTATIVE ASSISTANCE 208

49 PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER AND CONSULTANT RESPONSES TO THE NINE RELATED GENERAL QUESTIONS 210

50 TASK AREAS AND/OR EDUCATIONAL CONCERNS AS USED FOR EACH OF THE THREE STUDIES 219

Table Page

51 PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHERS' NEEDS FOR CONSULTATIVE ASSISTANCE APPROPRIATE TO THE THREE STUDIES 221

52 PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE PERSONNEL MOST FREQUENTLY CONSULTED APPROPRIATE TO ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, AND SENIOR HIGH SCHOOLS 224

53 PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE MOST IMPORTANT RECURRING CONCERNS FOR ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL TEACHERS, RESPECTIVELY 226

54 FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE RATINGS OF THE CONSULTATIVE ASSISTANCE PROVIDED BY ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL TEACHERS, RESPECTIVELY 227

55 REASONS FOR NOT SEEKING DESIRED CONSULTATIVE ASSISTANCE PROVIDED BY ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL TEACHERS . . . 230

LIST OF FIGURES

Figure Page

1 Two-way interaction network between clients within the client system, and between clients and external resource personnel 61

2 Adaptation of Havelock's model to reflect teacher interaction with "internal" consultative personnel, and teacher interaction with "external" consultative personnel 62

Chapter 1

STATEMENT OF PROBLEMS AND DEFINITIONS OF TERMS

Consultation is a common and natural characteristic of interpersonal interaction, and is expressed in help-seeking and help-giving. Within the educational setting, consultation also represents a major means by which teachers keep abreast of current trends and techniques in their continual quest to improve the quality of instruction and to achieve personal professional growth. It constitutes an important means of achieving psychological growth through the process of continual evaluation and improvement of one's self-concept.

Authors have differing opinions as to what constitutes "consultation." However, Miklos (1971:1) has provided a definition which would probably find considerable support among educators:

> Broadly conceived, consultancy could include all those activities through which teachers seek to improve practice and to overcome their teaching problems; conferring with supervisors, participating in in-service activities, professional reading and so forth. These activities might be initiated either by the teacher or by someone who perceives that the teacher could benefit from such experiences.

Consultative services within school systems take many forms, from informal discussions between teachers about small incidents in the day-to-day interaction with students, to the formal, external specialist consultancy offered by subject-specialists or other experts from an Education Department or school district central or regional office, or other resource centre. The latter consultative services are contingent upon prearranged appointments, and deal more specifically with various major issues such as instructional methodology, curriculum content and child guidance.

Savage (1959:4) in discussing external consultative services adds this comment:

> Basically, consultative service is advisory assistance rendered either on invitation or routinely to teachers, school administrators, school boards and others from outside the local school system, who may have some type of regulatory authority over the system, but who do not necessarily depend upon, or use, such authority in rendering the service.

A definition provided by Hilton (cited in Savage, 1959:6) describes the consultant as ". . . a professional staff member of a state department of education who offers face-to-face service or counsel to school administrators within local schools."

In some instances schools maintain a "generalist" consultant such as a child-guidance officer. Some school districts (such as the Edmonton Public School District) maintain subject specialists, though this practice tends to be the exception rather than the rule in Alberta. Few school systems can provide these formally designated personnel because of the cost of employing the variety of specialists required to satisfy the wide diversity of needs of teachers, administrators and school systems. MacKay (1971:3) believes that the numbers of schools and individual teachers make it virtually impossible to provide a full range of experts in each locality in the numbers necessary to permit regular and effective consultancy services.

In addressing consultancy from a school-system perspective, Lucio and McNeil (1969:11) consider that the consultative phase in education that has evolved, incorporating cooperation, teamwork and interaction, is essential for solving current educational problems.

They (1969:24) describe the consultant as:

> . . . an instructional specialist assigned to promote the improvement of teaching and the curriculum, by advising with teachers, principals, assistant superintendents and others. He [the consultant] is especially concerned with the discovery and use of instructional aids, materials, teaching guides, methods of teaching and resource units. He has little authority for decision-making.

This definition of consultancy applies equally well to that assistance which is provided to teachers by out-of-school specialists, and/or by various personnel from within their "home" schools.

External and Internal Consultancy

The consultative services provided at any level within a school system can be classified as either external or internal, and as either formal or informal.

External formal consultative services.

These are provided predominantly by formally designated consultants, who are external to the school to which the service is provided, and who are located in central or regional education offices or other formally established resource centres. The provision of these services normally entails prearranged appointment times and venues to minimize cost and inconvenience for both the consultant and the consultee. Except where group in-service activities are involved, external formal consultancy is conducted between the individual subject-specialist consultant and the individual subject-specialist teacher within the particular school.

External informal consultative services.

These include both occasional and spontaneous face-to-face discussions, and impromptu telephone conversations appropriate to specific consultancy problems between the consultant and the consultee.

For this study, these two aspects of external consultancy are grouped together into a single classification--"External Consultative Assistance."

Internal formal consultative services. These are provided within the particular school by in-school personnel such as the principal, assistant principals, department heads, classroom teachers, counselors and librarians, to one another. These many consultations may include face-to-face interactions on the one hand or general staff meetings on the other. As formal interactions, they are subject to prearrangement of both time and place. Those involving the principal and/or assistant principal tend to be related to matters such as school policy, administration and pupil control. Those involving department heads and librarians tend to be more directly related to subject specialization, and include matters of instructional methodology and curriculum content and interpretation. Those involving counselors and guidance personnel tend to relate to student concerns.

Internal informal consultative services. These include spontaneous occasional or frequent interactions between individuals or within small groups about particular educational problems or incidents of common concern, and/or which require immediate answers. Such informal consultancy includes both curriculum interpretation and instructional methodology problems, and matters of school administration and pupil welfare and control, and tends to reflect the majority of sought consultative interactions about perceived educational concerns.

For this study, these two aspects of internal consultancy are grouped together into the single classification--"Internal Consultative Assistance."

STATEMENT OF THE PROBLEMS

The purpose of this study was to describe both external and internal consultative patterns among subject-specialist teachers in selected senior high schools in the Edmonton Public School District. Thirty-nine educational concerns for which individual teachers may seek consultative assistance were delineated by the researcher. These concerns were grouped under six general categories as follows:

Curriculum/Program

Determining:
1. - established school programs and standards.
2. - teaching-time/subject allocation.
3. - expectations for student achievement.
4. - course objectives.
5. Developing course outlines.
6. Selecting "best" instructional materials.

Instruction/Methodology

Planning and/or utilizing:
7. - evaluation procedures.
8. - individualized instruction.
9. - small group instruction.
10. - team-teaching techniques.
11. - problem-solving, inquiry, and discovery techniques.
12. - questioning techniques.

Determining "best":
13. - techniques for content-presentation.
14. - sequencing for content-presentation.

Specialist Equipment/AV Technology

Selecting and/or:
15. - operating specialist and/or AV equipment.
16. - developing specialist and/or AV materials.
17. Obtaining information on new specialist and/or AV materials and/or equipment.
18. Utilizing simulations, kits, games and charts.

Counseling/Student Concerns

Developing and/or utilizing:
19. - remedial programs and materials.
20. - accurate reporting procedures.
Dealing with:
21. - tardiness and/or absenteeism.
22. - student personal problems.
Improving:
23. - classroom control and discipline.
24. - student motivation.
25. Obtaining adequate student background information.
26. Determining the needs and abilities of individual students.
27. Diagnosing learning difficulties.

Professional

Obtaining information on:
28. - legal and/or professional rights and responsibilities.
29. - professional development and in-service programs.
30. - teacher evaluation, promotion, transfer and/or sabbatical applications.
31. - supervision, liability and/or negligence concerns.
32. Resolving conflicts with colleagues.
33. Developing educational philosophy.

Administrative/Organizational

Obtaining information on:
34. - records, filing and administrative procedures.
35. - field-trips and/or excursions.
36. - budgeting and/or money control.
37. - extra-curricular responsibilities.
38. Utilizing paraprofessional and/or parent volunteers.
39. Interpreting school regulations, policies and guidelines.

The questions addressed by the study were separated into eight major problem statements which have been further subdivided into a total of 43 subproblems.

PROBLEM STATEMENTS

Problem Statement 1

To what extent do senior high school teachers seek consultative assistance?

Subproblem 1.1. What percentage of senior high school teachers seek consultative assistance to each of the 39 educational concerns?

Subproblem 1.2. From which personnel do senior high school teachers seek consultative assistance?

1.2.1. Do teachers seek consultative assistance predominantly from internal or external personnel?

Subproblem 1.3. With what frequency is such consultative assistance sought?

1.3.1. Which educational concerns are recurring for senior high school teachers?

Subproblem 1.4. What additional educational concerns do teachers list for which they require consultative assistance?

Subproblem 1.5. Do senior high school teachers' needs for consultative assistance fall predominantly within particular general categories of educational concerns?

Problem Statement 2

What are the three educational concerns for which teachers express the greatest need for consultative assistance, and what levels of satisfaction are experienced in relation to the assistance provided?

Subproblem 2.1. For which three educational concerns do teachers experience the greatest need for consultative assistance?

Subproblem 2.2. What are the specific problems mentioned by teachers in relation to each of these three concerns?

Subproblem 2.3. With what frequency is consultative assistance sought for these three most important educational concerns?

2.3.1. To what extent do teachers experience recurring needs for assistance in relation to these three educational concerns?

Subproblem 2.4. Which consultants are most frequently consulted by teachers for each of their three most important educational concerns?

2.4.1. Do teachers seek consultative assistance for their three most important educational concerns predominantly from internal or external personnel?

Subproblem 2.5. What is the level of satisfaction experienced by teachers in relation to the consultative assistance provided for their three most important concerns?

2.5.1. Where the assistance provided is rated as unsatisfactory, what are the reasons given by teachers?

Subproblem 2.6. What relationship exists between the level of satisfaction experienced by teachers and the type of consultative personnel providing it?

2.6.1. Are teachers generally more satisfied with the assistance provided by internal or by external consultative personnel?

Subproblem 2.7. What relationship exists between the level of satisfaction experienced by teachers and their demographic characteristics?

Subproblem 2.8. Does satisfaction with consultative assistance provided fall predominantly within particular general categories of educational concerns?

Problem Statement 3

To what extent do senior high school teachers desire consultative assistance but do not seek it?

Subproblem 3.1. What percentage of senior high school teachers desire consultative assistance appropriate to each educational concern but do not seek it?

Subproblem 3.2. How often is such needed consultative assistance not sought?

Subproblem 3.3. What reasons do teachers give for not seeking desired consultative assistance?

Subproblem 3.4. What relationship exists between teachers' decision to not seek desired consultative assistance and their demographic characteristics?

Subproblem 3.5. Do educational concerns for which consultative assistance was not sought fall predominantly within particular general categories?

Problem Statement 4

To what extent do senior high school teachers provide consultative assistance to their colleagues?

Subproblem 4.1. To what extent do senior high school teachers provide consultative assistance to their colleagues in the same school?

Subproblem 4.2. To what extent do senior high school teachers provide consultative assistance to colleagues in other schools?

Subproblem 4.3. How often is such assistance provided?

Subproblem 4.4. What relationship exists between the provision of consultative assistance to colleagues and the demographic characteristics of teachers?

Subproblem 4.5. Does the provision of consultative assistance to colleagues fall predominantly within particular general categories?

Problem Statement 5

To what extent are teachers' consultative needs met through various other experiences?

Subproblem 5.1. To what extent are teachers' needs for consultative assistance met through:

5.1.1. - shared exchanges in subject/department meetings within their school?

5.1.2. - professional development seminars and conferences conducted by the Edmonton Public School Board?

5.1.3. - Alberta Teachers' Association specialist councils?

5.1.4. - other Alberta Teachers' Association professional development services?

5.1.5. - professional journals and/or other publications?

5.1.6. - contact with university personnel?

Subproblem 5.2. To what extent do teachers perceive:

5.2.1. - that teachers' choice of consultant is influenced by perceived trust?

5.2.2. - that staff facilities and staff accommodation enhance teachers' opportunities to seek consultative assistance?

5.2.3. - that teachers' access to the most appropriate consultant is restricted by organizational structures or administrative procedures?

Subproblem 5.3. What relationship exists between teachers' responses to the nine related general questions and their demographic characteristics.

Problem Statement 6

What are the responses of Edmonton Public School District supervisors and consultants to similar questions relating to the provision of consultative assistance to senior high school teachers?

Subproblem 6.1. For which educational concerns do consultants report having provided consultative assistance to senior high school teachers?

Subproblem 6.2. With what frequency do consultants report that such consultative assistance is provided for each educational concern?

6.2.1. Which educational concerns do consultants report as being recurring for teachers?

Subproblem 6.3. For which three educational concerns do consultants report having provided consultative assistance most frequently?

6.3.1. What are the specific aspects of teachers' needs within these three educational concerns as reported by consultants?

6.3.2. What general level of satisfaction do consultants report in the provision of consultative assistance for these three educational concerns?

Subproblem 6.4. What are consultants' perceptions of the reasons for which teachers may not seek consultative assistance?

6.4.1. Are any of these reasons perceived by consultants to be common among teachers?

6.4.2. To which educational concerns do consultants perceive these reasons to be related?

Subproblem 6.5. To what extent do consultants perceive teachers' needs for consultative assistance to be met through:

6.5.1. - shared exchanges in subject/department meetings within their schools?

6.5.2. - professional development seminars and conferences conducted by the Edmonton Public School Board?

6.5.3. - Alberta Teachers' Association specialist councils?

6.5.4. - other Alberta Teachers' Association professional development services?

6.5.5. - professional journals and/or other publications?

6.5.6. - contact with university personnel?

Subproblem 6.6. To what extent do consultants perceive:

6.6.1. - that teachers' choice of consultant is influenced by perceived trust?

6.6.2. - that staff facilities and staff accommodation enhance teachers' opportunities to seek consultative assistance?

6.6.3. - that teachers' access to the most appropriate consultant is restricted by organizational structures or administrative procedures?

Problem Statement 7

What relationship exists between teachers' and consultants' responses to the comparable sections of the questionnaires?

Subproblem 7.1. What relationship exists between the educational concerns reported by teachers for which consultative assistance is sought and those reported by consultants for which consultative assistance is provided?

Subproblem 7.2. What relationship exists between the three educational concerns for which teachers have the greatest need of consultative assistance and the three for which consultants provide consultative assistance most frequently?

Subproblem 7.3. What relationship exists between the level of satisfaction of teachers in receiving consultative assistance and the level of satisfaction of consultants in providing it?

Subproblem 7.4. What relationship exists between the reasons given by teachers for not seeking desired consultative assistance and those perceived by consultants for teachers not seeking desired consultative assistance?

Subproblem 7.5. What relationship exists between teachers' and consultants' responses as to whether teachers' consultative needs are met through:

7.5.1. - shared exchanges in subject/department meetings within their schools?

7.5.2. - professional development seminars and conferences conducted by the Edmonton Public School Board?

7.5.3. - Alberta Teachers' Assocation specialist councils?

7.5.4. - other Alberta Teachers' Association professional development services?

7.5.5. - professional journals and/or other publications?

7.5.6. - contact with university personnel?

Subproblem 7.6. What relationship exists between teachers' and consultants' perceptions of the extent to which:

7.6.1. - teachers' choice of consultant is influenced by perceived trust?

7.6.2. - staff facilities and staff accommodation enhance teachers' opportunities to seek consultative assistance?

7.6.3. - teachers' access to the most appropriate consultant is restricted by organizational structures or administrative procedures?

Problem Statement 8

To what extent are the findings from this study of the consultative needs of senior high school teachers consistent with those findings for junior high school teachers (Harrison, 1978) and for elementary school teachers (Haughey, 1976)?

Subproblem 8.1. To what extent are teachers' needs for consultative assistance similar at the senior high school, junior high school, and elementary school?

Subproblem 8.2. To what extent are the personnel most frequently consulted similar among senior high school, junior high school, and elementary school teachers?

Subproblem 8.3. To what extent are recurring concerns of teachers similar among senior high school, junior high school, and elementary school teachers?

Subproblem 8.4. To what extent is the level of satisfaction of the assistance provided similar among senior high school, junior high school, and elementary school teachers?

Subproblem 8.5. To what extent are the reasons for not seeking desired consultative assistance similar among senior high school, junior high school, and elementary school teachers?

JUSTIFICATION OF THE STUDY

While this study was not a direct replication of any of the previous studies on the consultative needs of teachers in selected schools in Alberta, as conducted by Plamondon (1973), Haughey (1976), and Harrison (1978), it shared common features with these earlier studies.

Plamondon's 1973 study, "Consultative Needs of Teachers," obtained data from 141 teachers in five schools within a St. Albert school district. Haughey's 1976 study, "Consultative Practices in Elementary Schools," used data from 80 teachers in three elementary schools in the same St. Albert school district. Harrison's 1978 study, "Consultative Needs and Practices in Selected Junior High Schools in

Alberta," analysed data from 257 teachers in selected junior high schools in the Counties of Parkland and Strathcona, and the Edmonton Public and Edmonton Separate School Districts.

This study sought data from teachers in selected senior high schools in the Edmonton Public School District. In an effort to maintain some consistency between this and the other three studies, the questionnaire format as used in each of the previous studies was adopted for this study. It was modified and pilot-tested to ensure both construct validity and relevance for use with senior high school teachers.

Stimulus for the Current Studies

The provision of consultancy, either external or internal, is one of the major recurrent ways in which senior high school subject-specialist teachers can, and do, maintain or upgrade their professional competence as classroom teachers. In expressing concern about professional growth, Patterson (1962:34) believed that "Every professional person has a responsibility to himself, his client, and to his profession to maintain and advance his professional competency." Rutrough (1967:250), in referring to the need for professional growth in the teacher, stated, "In teaching it is imperative that the teacher keep up with the changes in his teaching field." Blumberg (1974:23) adds that "Most teachers, young or old, are sincerely interested in becoming better and more skilled at their craft."

However, Holdaway (1971a:2-4), in presenting a paper on consultation, posed the following questions:

1. Why do teachers need the assistance of consultants? (Deficiencies in pre-service education; new subject and methodology knowledge; stimulation and motivation?)
2. (a) Who needs the assistance of consultants?
    (All teachers; some teachers; some administrators; beginning teachers; experienced teachers?)
   (b) Who is qualified to give consultative help?
    (What skills are needed; e.g., subject knowledge, methodology, human relations?)
3. In what aspects of classroom teaching do teachers feel they need help? (Subject knowledge; methodology; testing?)
4. Where is such help best given? (Directly in the classroom; in post-lesson conferences; in individual or group sessions?)
5. When is such help required? (Early in a career; throughout a career; when in the school year?)
6. How does the geographic setting of a school influence teacher needs for consultancy?
7. Do different needs exist for teachers in different subject areas?

This study adds further information relevant to these and many other questions which can be raised in relation to the provision of consultative services to the teacher at the senior high school level, and, with the aforementioned consultancy studies, provide a more comprehensive outline of K-12 consultative practices and teachers' needs for consultative assistance.

The findings should have relevance for future teacher-training programs, both pre-service and in-service, and for the general administration of schools and school systems in the interests of achieving greater effectiveness in the teaching and learning process.

OPERATIONAL DEFINITIONS OF TERMS

Consultation, Consultancy, Consultative Assistance

The operational definition of these synonymous terms as used in this study is as follows:

> Assistance and/or advice about perceived educational concerns sought by teachers from other personnel, internal or external, to the school, on a formal or informal basis, and through individual or small group interaction.

Teachers

The term "teachers" refers to those in-school personnel who hold an Alberta Teaching Certificate.

External Consultative Assistance

"External consultative assistance" is that which is provided by personnel who are external to the school, and who comprise, predominantly, formally-designated consultants and other professional officers from the Edmonton Public School Board, and the central and regional offices of the Department of Education in Alberta. Where teachers seek consultative assistance from university personnel, colleagues in other schools, or community, business or industrial personnel, such consultancy falls into this category.

Internal Consultative Assistance

"Internal consultative assistance" is that which is provided within the teacher's "home" school by the principal, the assistant principal, department heads, teacher colleagues, counselor(s) and librarian(s). It includes both formal prearranged interviews on the one hand, and informal spontaneous discussions on the other.

Senior High School

"Senior high school" refers to those schools which enrol students into Grades 10, 11 and 12 only, and offer a program of study authorized by the Alberta Department of Education.

Educational Concerns

"Educational concerns" refers to the 39 statements in Section B of the questionnaire for which individual teachers may seek consultative assistance and/or advice.

ORGANIZATION OF THE THESIS

Chapter 1 contains a brief outline of the research area, a statement of the problems and subproblems to be addressed, and definitions of terms for use in this study.

Chapter 2 contains a review of the related literature which is delimited to the three topics of Supervision, Helping Relationships, and Educational Consultation. The conceptual framework adopted for the study is that of the consultant as a change agent operating within a network of two-way interactions.

In Chapter 3, the research design and methodology is outlined and includes a description of the instruments used, validation procedures, data collection and analysis, delimitations, limitations and assumptions.

Instrument distribution and the demographic characteristics of teacher and consultant respondents are presented in Chapter 4, while research findings in relation to the eight Problem Statements are presented in Chapters 5 through 10.

The dissertation summary, conclusions, and implications are presented in the final chapter--Chapter 11.

The Appendix contains copies of the instruments used.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Prefatory Comment

Educational consultation is a multifaceted concept. Consultation is one of the generally recognised functions of supervision, however there is a need to differentiate between the role functions of the supervisor and those of the consultant and, in consequence, those ways in which "consultation" can be conceived of as being different from "supervision" must be specified initially.

A major argument against the provision of advice and/or assistance by a supervisor as distinct from a consultant revolves around role perceptions of both the provider and recipient of the assistance. Apparent teacher reticence to seek and/or accept advice from supervisory personnel appears to be related to the perceived threat of potentially negative assessments of competence in either skills or knowledge areas. The supervisor, by role definition, possesses superordinate status which, as a line position, carries with it certain evaluative responsibility and authority over those being supervised. Because of perceptions (held by both parties) about the supervisor's role, the task for the supervisor of completely separating or removing an evaluative component from the provision of advice and/or assistance to a consultee-teacher will be extremely difficult, if not impossible. Such evaluation, whether unintentional or deliberate, formative or summative, may precede or succeed such interaction, and may be consciously or unconsciously registered by the supervisor in relation to the subordinate involved.

Such evaluations by the supervisor of the needs and/or problems of subordinates will reflect value judgements, biases, and priorities which are idiosyncratic to the supervisor rather than to the subordinate and may, potentially seriously, distort the true situation of the subordinate. The possible threat of such evaluation causes many teachers to display a reluctance to seek help from supervisory personnel.

While similar evaluation is possible in teacher interactions with consultative personnel, the different role descriptions, functions and responsibilities and, in consequence, different role perceptions, remove much of the potential threat of negative consequences.

The consultant is, by contrast, a staff member and, as such, the role carries with it no formal evaluative component, but rather the functions of resource person, facilitator, helper, and colleague.

The approach adopted to the consultant-consultee interaction in this study was that of a consultant-consultee helping relationship based on consultee self-evaluation of need, and of subsequent consultee request for and consultant provision of such desired advice and/or assistance.

The determination of the need for help, or that a problem exists, rests with the consultee. Such determination on the part of the consultant could be construed as an evaluation of the competency of the consultee/teacher, and would constitute supervisory or line-position behavior rather than a consultant/staff-position response to a request for help. Thus, a clear and unambiguous understanding of the consultant role is fundamentally important if the interaction between the consultant and the consultee is to be positive and constructive. The consultant may be a superordinate, a colleague/ peer, or a subordinate. The single most important criterion of the role is that, as a consultant, the incumbent has information and/or skills which are desired and/or needed by the consultee, based on the latter's assessment of need. The request for, or provision of help carries with it no negative or detrimental evaluation of the consultee.

Educational consultation then entails consultee self-assessment and recognition of personal short-comings, inadequacies, inefficiencies, or a lack of knowledge and/or skills, and a desire to alleviate such deficiencies, followed by a request for advice and/or assistance from an appropriate other or others. Where such assessment of problems or needs is made by a supervisor, subsequent action to relieve such deficiencies may be imposed on, rather than freely sought by, the consultee/teacher.

The need for personal growth or development, when personally discerned, takes into account the individual's personal characteristics and idiosyncracies in a way which is impossible for an "external" evaluator to determine. There is much evidence in the literature on Helping Relations which suggests that personal growth, development and change which is sought as a result of self-evaluation is both greater and more permanent. Self-recognition of the need for problem-solving or professional development embodies a higher level of motivation than can be achieved by "external" evaluation. The value-judgements of self-evaluation tend to be more directly relevant to the individual than are those of the external evaluator. Self-evaluation is entirely personal, even if distortions or exaggerations are present.

The review of the related literature which follows is selective, in keeping with the above approach to educational consultation, and is limited to three topics:

1. Supervision,
2. Helping Relationships, and
3. Educational Consultation.

Within each of these broad areas, only that literature which was deemed to be directly related to this study has been included.

SUPERVISION

In addressing the concept of supervision, MacKay (1969:11 and 1971:1) states that the activities which can be associated with supervision fall under five general supervisory functions. These are (1) staffing, (2) program developing, (3) motivating, (4) evaluating, and (5) consulting. He (1971:1) states that:

> . . . the provision of competent assistance to teachers and other professions requires some arrangement which will permit an interchange of advice and assistance of various kinds.

The purpose of supervision is generally defined as being directed towards the enhancing of teacher performance in order to achieve more effective instruction. For example, Miklos (1971:1) defines the purpose of supervision as being: ". . . to maintain and improve the quality of instruction . . . [through] activities which are closely related to curriculum, to instruction, to teaching and learning."

Blessing (1968:1) suggests that the role of supervision has progressed through the phases of inspection, supervision and consultation, and reflects a movement from an emphasis on predominantly product-centred education, through process-centred to the recent person-centred approach. He adds (1968:3):

> . . . good supervision is a process of helping teachers find more effective solutions to their administrative, curricular, instructional and management problems. It helps teachers develop skills in objective and cooperative ways . . . [and] to develop a realistic sense of confidence in their own decision-making abilities.

In support of this approach to supervision, Bishop and Firth (1977:577) consider that the role of the supervisor is much more readily accepted by both parties when the supervisor serves as "advisor" and "consultant."

However, Enns (1963:29), in discussing the role function of the supervisor, differentiates between the generalist supervisor (the principal and the superintendent) and the specialist supervisor (the subject or equipment specialist teacher or consultant). He defines the consultative function of supervision as providing for the continuous professional development of teachers, and includes all those activities normally designated as "in-service education." The imparting of knowledge to teachers which is directly related to instructional problems he describes as being the responsibility of the specialist consultant.

Fleishman (1961, as cited in Schein, 1970:63-64), in contrast to comparing various role functions, concerns himself with the nomothetic-idiographic approaches to supervision and differentiates between production-oriented and employee-centred supervisors, stating that the former tended to be "authoritarian, arbitrary, defensive and resistant to influence," and ignored the social and personal needs of their subordinates, whereas the latter tended to be "cooperative, democratic, amenable to influence and more reasonable."

This concern of Fleishman with the nature and quality of the actual interaction process has prompted many subsequent writers to examine the potential effectiveness of supervision. For example, in his writings on teacher perceptions of supervisory effectiveness, Parsons (1971:5) operated from the assumption that ". . . teachers are professionals-in-process." Of the 26 supervisory positions considered in the study, the three rated by teachers as being most influential were, in ranked order, the principal, other teachers, and program consultants. The findings suggested that to become more effective in helping teachers, supervisors should provide professional leadership, social support, and involve teachers in activities appropriate to their professional competence. Parsons (1971:7) adds:

> . . . effective supervisors will be concerned with:
>
> (a) helping teachers clarify and sharpen their thinking about the problems they encounter;
>
> (b) enhancing the status of teachers by permitting wide use of their talents and ideas;
>
> (c) helping teachers gather information on the environment of the school which affects learning;
>
> (d) working with staff members to set realistic goals in terms of student needs;
>
> (e) encouraging teachers to question accepted practices, examining the teaching role for the purpose of teacher self-improvement.

Parsons (1971:8) recommends that supervisors encourage teachers to further their professional training, and adds:

> In view of the effectiveness of "other teachers" in helping staff members, it is recommended that greater opportunities be provided for teacher interaction in school systems by restructuring of teacher roles. Teachers should be given greater freedom from in-class responsibilities to share new ideas and techniques with their colleagues.

Blumberg (1974:151) adds weight to Parsons' recommendation in stating:

> . . . there is a growing emphasis on teachers serving as supervisory-helping agents for one another in a systematic fashion. Teachers have long given help to their colleagues in an informal manner. The difference now is that peer-oriented supervisory structures are being built into the formal system.

In his writings on peer supervision, Alfonso (1977:594-601) considers that a new sense of teacher responsibility is imminent when they voluntarily exchange aid and advice with their colleagues in the interests of improved personal instruction. He believes that peer supervision has the potential to "bridge the gap" between existing sporadic superordinate supervisory efforts and the improvement of classroom teaching.

Research conducted by Plamondon (1973) on the consultative needs of teachers reports that teachers desired greater opportunities for collegial interaction for professional development. Parsons (1971:8) had commented earlier that teachers regarded as effective those supervisory behaviors which met their expectations for involvement and security in their positions, and for professional growth. Allied writings by Schein (1970:42-43) on supervisory training and management development had anticipated the subsequent findings of both Parsons and Plamondon:

> . . . if a supervisor showed some concern or consideration for his employees as human beings, if he was to some degree "employee-centred," his subordinates were more productive than average.

The underlying premise of person-centred supervision is that each individual is capable of growth and desires to mature professionally. This same positive supervisory stance and optimism about personal motivation and desire for growth are expressed in McGregor's "Theory Y" (Hicks and Gullett, 1975:285).

A slightly different approach to the topic is that of Anderson (in Lucio, 1967:33) who conceives of supervision as ". . . the teaching of teachers about teaching." He believes (pp. 36-37) that effective supervision requires that the supervisor have "extraordinary insight" into the teacher's role. This involves understanding the ways in which teachers actually learn and change, and requires a breadth of pedagogical knowledge, skills and techniques to facilitate such learning and change. In dealing with teachers as learners, the teacher's trust of the supervisor's motives and competence, he believes, is essential.

In summary of much of the earlier comment, Rubin (1975:30), in writing on "professional supervision for professional teachers," states that "Staff development is not a routine administrative process, but an integral part of the day by day supervisory process." This position is not dissimilar to that held by Gathercole (1962:12) who believed that ". . . specialist consultants, supervisors and superintendents cannot ignore their own professional development." Rubin (1975:49) comments further:

> Supervision will increasingly become a facilitating rather than a directing role, teacher's motivation and commitment will become correspondingly more important, and the desire to grow and improve will, in turn, depend to a considerable extent on the degree of satisfaction teachers derive from their efforts.

Bunyan's (1970) writings take the concept of facilitating supervision a stage further to consideration of the potential psychological outcomes. Bunyan (1970:13) recommends that supervisors should consider not only the manifest functions of their role--to effect direct improvement in instruction--but also their latent functions of reducing teacher anxiety and enhancing teacher self-concept.

However, some writers suggest that supervisor-teacher interactions do just the opposite. Blumberg (1974:2-3) makes the following observations which suggest that not all supervisor-teacher interactions result in positive and constructive outcomes:

> . . . research strongly suggests that supervisor-teacher relationships are most often seen as subtle and strategic gamesmanship that is best characterized by closedness and defensiveness.
>
> . . . [an] ever-present but rarely discussed issue . . . is the conflict between the helping and evaluating roles of the supervisor.
>
> The character of the relationship between teachers as a group and supervisors as a group can be described as somewhat of a cold war.

Blumberg (1974:2) believes that the problems encountered in most supervisor-teacher interactions are the result of role perceptions and behavioral conflicts rather than personality differences. He adds:

> The norms and values of schools as organic social systems directly affect the relationship between supervisors and teachers. . . . They [teachers and supervisors] react to and interpret the role demands of the system in different ways, which frequently leads them to conflict or avoidance behavior.

In addressing this more negative side of such interaction, Blumberg (1974:9) adds that the feelings expressed by teachers often are ". . . those of indifference or hostility: their anecdotes are laced with ridicule. Teachers who are happy about their supervision seem to constitute a definite minority."

However, in more positive vein, Blumberg (1974:11-12) describes supervision as ". . . essentially the giving and receiving of help for the performance of some task or the resolution of a problem." For this process to be productive, he considers that three major conditions must exist:

(1) The teacher must want help;

(2) The supervisor must have the resources to provide the kind of help required, or know where the resources may be found; and

(3) The interpersonal relationships between a teacher and a supervisor must enable the two to give and receive in a mutually satisfactory way.

In concert with these latter considerations of Blumberg, Unruh and Turner (1970:151-158) believe that an index of the supervisor's success is the degree to which he is consulted. Where such consultation is initiated by the teacher, the earlier mentioned hostility and indifference will tend to be absent. Unruh and Turner further consider that the supervisor must provide opportunities for teachers to try out as many innovation and development programs as they can cope with, while the supervisor ensures continued encouragement and support through a facilitating attitude towards interaction.

Sergiovanni (1975:1), in summing up much of the recent writing on supervision, states:

> Supervision is a neglected art in need of revival . . . . Improvements in education will increasingly depend upon more fully using and improving human resources presently available to schools, rather than upon introducing substantial new human material and economic resources.

Unruh (in Sergiovanni, 1975:vii) adds the quintessential statement to all definitions of supervision: "Supervision at its best is an art that can release teachers' initiative, responsibility, internal commitment and motivation."

HELPING RELATIONSHIPS

Supervision is a process in which teachers are assisted, through the medium of a helping relationship, to improve their professional and personal activity. Helping relationships of one form or another are, in many respects, an innate expression of our social nature. We not only base individual social stability on the supportive helping interaction, but the basis of most personal growth and change finds expression in, and is the direct result of, an interpersonal helping relationship.

Rogers (1961:39-40), one of the early writers in the field, describes the helping relationship as ". . . one in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning and improved coping with life of the other." Brammer (1977:303) in focussing more specifically upon the roles of both the helper and the helpee, as well as upon the intended goals of the interaction, states:

> Basically "helping" is assisting other persons to reach goals that are important for them. It means facilitating personal growth in the direction chosen by the person being helped, as well as towards the helper's conception of "an effective person," [for] while "meeting the other's needs" is the general aim of the helper, the real goal of all helping is helpee self-help--assisting others to achieve their own goals through, predominantly, their own efforts.

Both of the above definitions have relevance for the many formal and informal, professional and lay helping relationships which occur between individuals in a variety of environmental settings.

However, from a more academic and empirically-based standpoint, Kolb and Boyatzis (1974:371) state:

> . . . the model of the helping relationship at this point is unfortunately not a precise set of mathematical interrelationships among operationally defined variables, but rather is a preliminary attempt to translate case observations and findings from studies of helping relationships in education, welfare, assistance and therapy programs into a single theoretical framework which will eventually allow operational definitions of variables and tests of interrelationships.

While the descriptor "helping relationships" is used to describe both formal and informal, and professional and lay helping relationships, we must recognise that the type and quality of any helping relationship can be placed on continua. The formal, professional, remunerative pre-arranged, clinical helping relationships include the many varieties of therapy and counseling, from psychoanalysis with the severely mentally-disturbed to the provision of vocational guidance to prospective employment-seekers.

Goldenberg (1973) believes that a prerequisite to any helping relationship is the attempt to understand the myriad pressures and stimuli which influence the helpee from both without and within; that once a genuine helping relationship begins, the helper and the helpee must strive to become inextricably bound by the same values, attitudes and inequalities of the society in which they both live.

However, the informal, lay, non-remunerative and spontaneous helping relationships include the many daily interpersonal helping interactions of a helper with both previously known and unknown others. These can be long-term relationships or casual and fleeting interactions, and need not necessarily establish "inextricable bonds" to the same values, or take account of the "myriad stimuli" of the helpee's immediate environment. Carkhuff (1967 and 1969a, 1969c) adds that people continually discuss their problems, large and small, significant and trivial, with colleagues and peers, friends and acquaintances, and superordinates and subordinates. The choice of helper and mode of interaction is generally determined by the nature of the need or problem, for while there is a recognised need for specialists trained to cope with the more complex and extreme manifestations of human behavior, many personal needs can be (and are) met through informal, non-professional interpersonal interactions with non-specialist lay personnel. Carkhuff (1971) suggests further that many helping relationships involve helpees who are functioning "normally" by societal standards, but who seek advice or help on "everyday, commonplace problems" to increase or improve personal effectiveness and/or satisfaction. An earlier qualification of this opinion was expressed by Truax and Carkhuff (1967:163) who stated that ". . . a sizeable percentage of the people seeking help, require help not just because of emotional disturbances, but also because of motivational or learning deficits."

Helping is a process of assisting the helpee to learn how to learn; of how to discriminate among value choices, and of how to avoid potential problems by recognition of the warning signals. Rogers (1961:42) noted that ". . . the helpee's perception of the helper's attitudes made a significant difference to the effectiveness of the relationship." The degree of trust the helpee feels towards the potential helper will determine the extent to which the helpee is prepared to divulge or share his problem or need with the helper. Feelings of guilt or resentment in the helpee, in both admitting need and seeking help, can have a significant retarding effect upon the helping process.

The greater the degree of reserve in the helpee, the more skilled the helper needs to be if the outcome of the helping relationship is to be positive (Brammer, 1973). Requests for help will not always be obvious, verbal and direct, and as a consequence, the potential helper must be alert to subtle indications, some of which may be verified only through initiating a helping relationship, and then gauging the helpee's reaction or response.

Brammer (1973:79) suggests a three-stage progressive helping process for the helping relationship:

(a) Helpers need to understand the nature of the need for help through listening, leading, reflecting, summarizing, confronting, interpreting and informing;

(b) Helpers need skills for comfort and crisis utilization including: supporting, crisis intervening, centering and referring; and

(c) For positive action, helpers must be capable of problem-solving and decision-making, and behavior modifying.

The genuine helper will view his role as one of facilitating and supporting, rather than of teaching and persuading, and this can vary from the provision of conditions which reflect strong physical intervention, to subtle, psychological or emotional support. However, Carkhuff and Berenson (1967:4) indicate that there is an extensive body of evidence which suggests that helping relationships can be either facilitative or retarding, and can have constructive or deteriorative effects on intellectual as well as psychological indexes. These facilitative or retarding effects can be accounted for by a core of primary dimensions which are shared by all interactive human processes, independent of theoretical orientation. These core dimensions are "empathic understanding," "positive regard," "genuineness," "concreteness or specificity of expression," and "self-evaluation or self-exploration." In operationalizing these dimensions within a helping relationship, the additional characteristics of self-disclosure, spontaneity, confidence, intensity, openness and flexibility must be exhibited by both the helper and the helpee.

Empathy is defined by Carkhuff (1969:47) as an ". . . awareness or understanding of the thoughts and feelings of another person, and the verbal facility to communicate this understanding." Carlton (cited in Carkhuff and Berenson, 1969:26) refers to empathic understanding in the helper as ". . . the ability to lead the helpee into the exploration of previously unexplored levels of human interaction." Empathy is reflected in the helper's communication of his ever-growing awareness of the helpee and of his relationship with the helpee. This relationship provides the helpee with the basis for change and gain.

Empathy is generally considered to be the single most important factor in any interpersonal helping relationship, for both the helper and the helpee.

Respect is defined as "nonpossessive warmth" and "unconditional positive regard" (Carkhuff, 1969c, 1969d), and entails communication by the helper to the helpee of a very deep respect and regard for the worth of the helpee as a person and for his rights as a free individual. A display of respect on the part of the helper involves spontaneity, commitment and understanding. Walker and Peiffer (1957:204-209) add that ". . . non-possessive warmth is a level of acceptance, warmth and interest that is non-judgemental and non-conditional."

Genuineness refers to the establishment of a genuine relationship between the helper and the helpee and reflects the degree to which the helper can be honest with himself and therefore with the helpee. However, Carkhuff (1967:28) warns that ". . . genuineness does not include licence, and must be used in combination with respect and empathy." Genuineness implies a congruence between actions and feelings. Gokiert (1974) and Carkhuff (1967, 1969c) suggest that to be genuine, the helper must be authentic, real, non-defensive and non-conditional.

Concreteness refers to specificity in the helper's statements and behavior. The helper should not be abstract and vague, but rather clear, precise, direct and non-ambiguous, and should interact on the level of the helpee's understanding. In Carkhuff's opinion, to be concrete, the helper's communication must have ". . . personal meaningful relevance for the helpee." To be concrete, all communications should exclude qualifications which may distort the directness or the clarity of the interaction.

Self-evaluation is the need for, and the ability to engage in self-exploration and self-analysis of past experiences, behavior, emotions and bases of intellectuality in order to determine precisely the deficiencies which may lie at the base of the present concern. Carkhuff and Berenson (1967) believe that a helper can only facilitate self-evaluation in a helpee to the extent that he can exercise such self-evaluation in himself.

In addition to these core or primary dimensions, secondary factors can have a significant impact upon the effectiveness of any helping relationship, regardless of the facilitative levels in the helper on the five primary dimensions. These secondary factors include both the environmental context of the interaction (e.g., professional, formal, therapeutic, or lay, informal, advice-giving) and the personal traits and attributes of both parties in the interaction. These latter are outlined (Carkhuff, 1967, 1969a; Carkhuff and Berenson, 1967) as follows:

(a) the specific personal interaction patterns of both helper and helpee;

(b) the cultural and socioeconomic backgrounds of both helper and helpee;

(c) the level and type of formal education of both helper and helpee;

(d) the age, sex and physical appearance of both helper and helpee;

(e) the environmental context and setting of the helping interaction; and

(f) the environmental context and setting of the helpee's work, and/or related factors which may have lead to the need for the helping relationship.

Carkhuff (1967:174-193) has developed a series of five-level scales to measure helper and helpee functioning on the above primary dimensions for all interpersonal interactions. On all scales, level 3 is defined as the minimally facilitative level of interpersonal functioning. Based on research using these scales, Carkhuff and Berenson (1967:8) state:

> Individuals from the general public, when cast in the helping role, function midway between levels 1 and 2 . . . they are essentially oblivious to the feelings and experiences of the person before them. In effect they are immune to constructive human encounters. . . . Thus, in our assessments of the general population, the first person, at a maximum, responds to the superficial feelings of the other person, not only infrequently, but also continuing to ignore the deeper feeling; he communicates little positive regard, displaying a lack of concern or interest

> for the second person; his verbalizations are somewhat unrelated to what he is feeling, and most often he is responding according to a prescribed "role" rather than by expressing what he personally feels or means; he frequently leads or allows discussions of material personally relevant to the second person to be dealt with on a vague and abstract level.

Carkhuff and Berenson (1967:174) add that persons in need of help are often unable to find facilitative helpers appropriate to their level of functioning, in their immediate environments.

In applying this same concern to the potential effectiveness of supervisory assistance to teachers, Blumberg (1974:110) considers that:

> . . . there is a possibility that supervisors' insights into, and the skills to deal with interpersonal relations are inadequate for a helping relationship; that, if available at all, the training provided for supervisors by school systems is inadequate; or that supervisors are selected without regard to the behavioral demands of the job. More than likely it is a combination of all three.

The aspect of roles, as mentioned by Carkhuff and Berenson (1967) above, needs some further qualification. The perceptions each has of his and the other's role can have a significant influence upon the potential helpfulness of the interaction. If either party to the interaction perceives the role of the helper to be the superordinate, more knowledgeable, more powerful position (in terms of having a skill or service being sought by the other), or the role of helpee to be subordinate, more vulnerable, less knowledgeable and help-seeking from a position of weakness, such role perceptions may, potentially, seriously interfere with, and constitute a significant barrier to, the development of a truly facilitative interaction.

In the educational context, the supervisor's role conflict bears directly on the dilemma of being both an evaluator and a helper.

The teacher's dilemma is that his needs for help conflict with his needs to be seen as competent; ". . . if I convey my need for help and feelings of not knowing what to do, it is likely that I will be seen as a weak and marginal teacher" (Blumberg, 1974:144). Formal aspects of roles must not be permitted to interfere with the establishment of a genuine, concrete, empathic and respectful helping relationship.

A significant additional aspect of the facilitative helping relationship is that in helping another, the helper is involuntarily, yet inevitably and simultaneously, the subject of his own helping, for in any attempt to help another through understanding the other's innermost thoughts and actions, the helper must first understand his own. The model which the helper enacts is a reflection of the attitudes and values which simultaneously determine his own participation in society.

Reissman (1965) found that the benefit for the helper in any helping relationship has a "multiplier effect." The helper's role begins a spiralling growth process (in the helper) whereby his motivation for providing increased levels of helpee facilitation increases, as the helpee's need for higher levels of facilitation increases. The helper must continue to be able to support the less-able, though improving, helpee. The need to "keep ahead" of the improving helpee enables the helper to achieve greater levels of self-sufficiency and self-dependency through continual self-evaluation and support of a self-evaluating helpee. In summary, Brammer (1973:21) states:

> There is universal agreement among practitioners and writers, that helpers need a broad awareness of their own value positions. Self-awareness in the helper provides some assurance against the tendency to project values to others or to use the helping relationship to fulfil his own psychological needs.

All helpers should be aware that, in a helping situation, the helper functions as a model for the helpee whether he (the helper) wants to or not.

EDUCATIONAL CONSULTATION

Consultation, whether in the human service or business environment, is firmly based on the helping relationship. Lippitt and Lippitt (1978:ix) believe that ". . . the function of consultation is part of the role and function of all those who lead, direct, teach or interact as friends or peers with others." They (1978:1) further comment that ". . . the role of a growing number of persons in our society is labeled 'consultant' to describe their helping functions."

Lucio and McNeil (1969:21-29) made a similar comment a decade earlier in pointing out that persons operating under the designation of consultant in one setting, may well be known as supervisor, coordinator or master-teacher in another setting. They describe the consultant's interaction with others as a "helping relationship."

Attempts to confine consultation to holders of particular positions is difficult because of the breadth of possible interpersonal interactions which can legitimately be classified as consultation--these range from formal supervision to spontaneous advice-giving. In addition, great difficulty can be experienced in endeavouring to determine whether a consultative interaction is formal or informal.

Within the school setting, where much consultation among teachers may appear to be informal, the matter of intent on the part of the consultee will be a significant determiner of the formality of the interaction.

As with the genuine helping relationship, the purpose of most consultation is the desire of one person in the interaction to alleviate a problem, to satisfy a need, or to change a situation in the interests of improving personal performance and/or of achieving a desired goal.

Enns (1963:28) describes the consultative function ". . . as providing for the continuous professional development of teachers, and includes all those activities normally designated as in-service education." He adds (1963:29) that some functions are best performed by generalists and others by specialists; some require the attention of internal consultative personnel, while others need interaction from external consultative personnel. In discussing the effectiveness of the consultant, Enns (1963:30) believes this to be dependent ". . . largely upon the relationship between consultant and teacher."

While this continues to be an important theme, one of the significant characteristics of most of the recent writing on consultation is the clear emphasis on the personal development of the individual. Carlson (1972:83-84) writes:

> . . . the role of the consultant is to help the school become open, flexible, and humane: a place for total human development through learning. . . . He [the consultant] serves as a catalyst in the school environment with a focus on stimulating ideas and humanizing the curriculum. . . . where disparities occur, he uses appropriate stratagems to ensure that a humane course is followed.

In similar vein, Blocher (1975:171), while emphasizing an empirical approach to consultative practices, outlines the complexity of the consultant's role:

> If there is any area of general agreement in the literature on consultation, it is that consultants must proceed in careful planned ways to generate data upon which to base strategies and decisions. They must attend to complex personal and social dynamics, and use knowledge about individual, group and organizational change processes in helping client systems to manage stresses, make decisions, and solve problems in effective and humane ways.

In keeping with the above, a number of writers specify particular approaches and/or emphases in considering the concept of consultation. For example, Schein (1969), in discussing process consultation, believes that one cannot assume any knowledge of what is wrong, what is needed, or what the consultant should do, but rather, for the process of consultation to begin constructively, all that is needed is the intention of one of the individuals involved to change and/or improve an existing situation. The consultation process, as a process, helps the persons interacting to define the problem and determine the necessary steps for moving towards a solution. Schein (1969:6-7) describes the consultant's role as being ". . . to teach diagnostic and problem-solving skills. . . . The client must learn to see the problem for himself, to share the diagnosis and to be actively involved in generating a remedy." Expertise in the need-area is considered to be less relevant for the process consultant than is the ability to involve the client in his own problem-solving process.

Young (1975:261) supports Schein's emphasis on process rather than on product consultation, and adds:

> If I felt compelled to justify consultative services as a legitimate exercise, I would distinguish between process and product, and I would emphasise the first . . . ; . . . the consumer may have as much to teach about consultation as the theoretician.

Similarly, Brokes (1975:183) believes that careful prior preparation and continual process negotiation is the key to a successful and effective interaction. He believes that, in the final analysis, the responsibility for solving the client's problem rests with the client: the consultant is a process facilitator. Faust (1975:228), however, suggests that the consultant should be less concerned about school achievement than he is with how students, teachers and others in the school felt about themselves: ". . . the consultant must work towards the building of humane people as people rather than to be concerned with what they can produce . . . ."

Faust (1975:227-239), in further expanding upon the "humane" role of the consultant, supports the contentions of Carlson (1972) above, and adds that ". . . the consultant himself must act in humane ways that communicate respect and trust of the persons with whom he works." Faust differentiates between the following consultative styles: (1) crisis consultation, (2) intervention consultation, (3) prevention consultation, and (4) developmental consultation. Of the last he (1975:239-240) comments:

> The developmental consultant does much of what universities have failed to do in teacher education: focus on the nature of humankind, what makes people tick, how people learn, and the change process. . . . What are examined are the dynamics of human behaviour; the inner personal processes of humankind, and the fluid, moving, changing universal characteristics of the individual.

Another specific though related approach to consultation is that espoused by Parker (1975:2) who describes the purpose of "psychological consultation" as being ". . . to increase the day to day effectiveness of such persons as paraprofessionals, clergymen, teachers, school and business administrators and parents." His approach is directly related to the needs of both exceptional children and their significant adult contacts. The child, as the potential benefactor of the psychological consultation process between the consultant and the "teacher," must have significant influence upon the nature of such consultation. Tharp (1975), who similarly considers the "third party" as being directly implicated in any consultation process, differentiates between "training"--a dyadic interaction--and "consulting" which he defines as a triadic relationship between a consultant, a mediator (teacher) and a target (student). As a means of "social influence," Tharp (1975:136) states that consultation includes (1) reinforcement, (2) instruction, (3) modeling, (4) feedback, and (5) cognitive restructuring, and that the triadic model describes the sources of influence as well as the sources of reinforcement. He states (pp. 140-141) that "There is a social contract between the consultant and mediator, and a separate social contract between the mediator and the target, though the content must have congruence." ✓

Blocher (1975:157-160), however, calls for ". . . new theoretical formulations, research designs, delivery systems and preparation patterns . . ." for the provision of consultative assistance that should include an awareness in the consultant of the causes of behavior that reside in the society and the physical environment as well as within the individual--his learning history and his genetic endowments. Blocher (1975:159-160) believes that consultative effectiveness depends on at least six factors:

1. The method of intervention;
2. The characteristics of the consultant;

3. The characteristics of the consultee;
4. The nature of the concern;
5. The nature of the behavior change desired; and
6. The nature of the context in which the consultation takes place.

In an attempt to relate much of the theory on consultation to education, Neagley and Evans (1970:135-136) provide some points for and against the use of consultative personnel, who, by designation, have an assigned advisory role.

Advantages:

1. The concept of the completely self-contained classroom and the autonomy of the teacher is maintained.
2. Scheduling of special subject activities remains within the control of the regular classroom teacher.
3. Expert assistance is available "on call" from the consultant at all times.
4. The most economical use can be made of the time and talents of the consultant because he can devote the bulk of his energy to assisting teachers who need the most help.

Disadvantages:

1. Some teachers do not recognise that they need help and consequently do not ask for it.
2. Complete utilization of the services of the consultant is rarely accomplished.
3. Specific areas may be neglected by teachers who do not consider them important and/or who have no desire to improve their teaching skills.
4. Some teachers may monopolise the services of the consultant and thus render them unavailable to other teachers.
5. Consultants are not always available when needed.

Research Into Educational Consultancy

Various studies on consultancy in education over the past two decades reveal both similarities and differences in the roles of various consultative personnel and in the needs of teachers for consultative assistance.

Savage (1959:13), in research conducted in 1951 with teachers from nine north central states of the United States of America, reports that the most frequently stated functions of consultation, as indicated by educational consultants, were:

1. To work with the local school system in a way that permitted the consultant to become more competent in dealing with educational problems (78.9%).
2. To help local school representatives become more aware of, and skilled in, the use of human and physical resources (64.2%).
3. To help local educators to see their problems far enough in advance to anticipate the need for study and analysis (55.2%).
4. To help groups (teachers) to clarify the relationships of the overall educational program within the school system (41.0%).
5. To bring special experience, training and perspective to bear upon improvement of the local educational situation (38.9%).

The external consultant. Recent research on the role of the external consultant has been conducted by Cowle, Heuth, Chapman, and Bjork.

Cowle (1971:104), in a study of the Edmonton Public School District field consultant, defined the role as being to help classroom teachers to maintain, by in-service education, a high standard of professional knowledge and competence in teaching. He also claimed that the part-time consultant was able to liaise between all personnel providing consultative assistance, and to maintain a viable relationship as a practicing classroom teacher.

In an Iowa study on the role of the regional curriculum consultant, Heuth (1971) found teachers to be highly supportive of the curriculum consultant as a consultant, but were strongly opposed to consultants seeking appraisals of teachers either from the teachers or from their principals. Teachers were highly critical of the consultant's involvement in any form of teacher evaluation.

Chapman (1972), in a general study of the Regional Offices of Education in Alberta, reported that their objectives in relation to consultancy were as follows:

1. To provide consultative services to teachers, school administrators and school boards, and
2. To evaluate as a part of the consultative process, though this was not considered to be synonymous with "inspection."

However, more specifically, consultants were required to:

(a) assist with curriculum development;

(b) act as monitoring agents; and

(c) facilitate communication among the education systems.

In the Chapman (1972:68) study, the regional consultants felt that the primary justification for their designation was the provision of consultative services to those rural schools which had limited support staff, and which experienced difficulty keeping abreast of new ideas.

An Evanston, Illinois, study by Bjork (1970) on the influence of the consultant in curriculum implementation revealed that teachers who had been assisted by the curriculum consultant implemented the curriculum innovation to a significantly higher degree than did teachers receiving no such consultation.

The internal consultant. Recent research studies have been conducted by Flynn, Stoutenberg, Eckman, Haynes, and Scott.

Flynn (1971), in evaluating the principal [himself] as an organizational consultant in his own school in Eugene, Oregon, reported that:

> . . . to the degree that I was able to escape the role of principal, I was seen as more competent, more facilitating, more open, and more willing to let groups find out for themselves . . . .

Flynn admitted, however, that he encountered many problems which would not have been faced by an external consultant.

Stoutenburgh (1967), in a study conducted in Orange and Ulster County school districts in New York on the consultative role of the secondary school principal, found a high degree of correlation between the leadership activities of an administrator and the consultative activities of an administrator, particularly where these related to participative decision-making processes concerning budget-making and general school organization.

In research conducted by Eckman (1971) in Oak Lawn, Illinois, he states that the department head, acting as a research stimulator and consultant, was able to measurably increase teachers' skills in identifying problems, interpreting and evaluating research findings, and in proposing solutions and testing such proposals. He adds (Diss. Abs.:32/5531-A):

> Their knowledge was increased, their attitudes were modified, or their skills were sharpened. Moreover, they developed or refined an investigative attitude towards teaching. Through the research program, the quest of these teachers to improve education was given shape and substance.

Haynes (1967) in his investigation of the role of the helping teacher in inner-city schools in Flint, Michigan, found that those helping teachers who were perceived by new teachers as providing them with the most help were the helping teachers who perceived the new teachers' problems most nearly to the way in which the new teachers perceived their problems. These helping teachers were perceived as providing most help with (1) discipline problems, (2) course of study requirements, (3) planning and arranging conferences with parents, (4) understanding children's values and prejudices, (5) grading and marking, and (6) teaching remedial children. Two significant recommendations from the study stated that the helping process could be improved by providing helping teachers with more time to service the needs of the new teachers, and the provision of a clearer role definition for the helping teacher.

The consultative role of the teacher in decision-making was investigated by Scott (1972) in a New Jersey school system. He found that teachers want to be consulted on decisions made by others which affect them personally. The skills needed to be an effective consultant were equated with those of leadership roles. Scott adds that an analysis of teachers as consultants indicates that they do not always operate in the same way, and that they assume different consultation roles under different circumstances.

The beginning teacher. The needs of the beginning teacher have been studied by Milne, Moller, and McGillivray.

Three separate studies (Milne, 1968, in Alberta; Moller, 1968, in Alberta; McGillivray, 1966, in urban centres in Ontario) on consultative needs of beginning teachers reported that they received most assistance from their teacher colleagues, and least from their principals and external consultative personnel. McGillivray (1966: 146-150) found that beginning teachers did not feel that they were receiving adequate help with their most serious problems which were, in general, directly related to instructional matters. Principals and external personnel were viewed as evaluators rather than as helpers, and most assistance was gained from colleagues and department heads. McGillivray (1966:111) adds that teachers, supervisors and principals disagreed about the effectiveness of the help provided to the classroom teacher. Teachers were generally dissatisfied with the assistance given: (1) to improve teaching methods; (2) for understanding and motivating students; (3) for solving discipline problems; and (4) for gaining student background information.

Holdaway (1971:40), in reporting on research into consultancy, drew the following conclusions:

1. A low percentage of total staff occupy full-time consultative positions;
2. Full-time and part-time consultants cannot meet the demand for their services;
3. Some teachers do not perceive a need for consultative help;
4. More consultative help is available to urban than to rural teachers.
5. Beginning teachers don't always receive sufficient help with their most serious problems;
6. Consultants should mostly give help to teachers in relation to problems perceived by teachers;
7. Principals usually can't provide the specialist help needed by most teachers;

8. Department heads should be able to provide consultative help upon request by teachers, but in a staff, not a line position;
9. Teachers who are part-time consultants in a cluster of schools are likely to be most successful in their "home" school;
10. Consultative positions are frequently accompanied by a lack of clarity in official role description;
11. The consultative role could be attractive to teachers if it was supported by increased time allotments and financial returns.

Plamondon's research. In a preliminary study on educational consultancy in Alberta, Plamondon (1973) sought data on consultative needs from 135 K-12 teachers in five schools in an urban school system. From a total of 28 task areas, teachers were asked to indicate those for which they would like consultative assistance and, from a list of nine in-school and out-of-school personnel, from whom they would wish to receive such consultative assistance. The four task areas which recorded the highest percentage of teachers seeking consultative assistance were (Plamondon, 1973:38):

1. information on student's background (89%);
2. assessing the need for remedial programs (86%);
3. implementing remedial programs (86%); and
4. developing course outlines (84%).

To the following six grouped task areas, the personnel indicated were perceived by teachers as the most likely for meeting their consultative needs (Plamondon, 1973:74):

1. Curriculum and Program:	Department Heads	25%
	Another teacher	23%
2. Instructional Materials:	Librarian	30%
	Another teacher	20%

3. Methodology and Instructional Techniques:	Another teacher	23%
	Department Heads	19%
4. Student Measurement and Evaluation:	Guidance Personnel	41%
	Principals	16%
5. Meeting Specific Student Needs:	Guidance Personnel	59%
	All others	<10% each
6. Other Areas:	Principal	28%
	Guidance Personnel	17%

The principal and guidance personnel were rated as being the most important referents, reflecting 23 percent of the total responses. Other teachers and department heads reflected 14 percent each of the total responses.

To a number of related questions, the following responses were recorded (Plamondon, 1973:107-115):

(a) Department heads should get more time to provide consultation (73%).

(b) Teachers of recognized ability should get more time to provide consultation (74%).

(c) University personnel can fill certain needs for consultation (84%).

(d) The principal should spend more time in consultation with teachers (65%).

(e) Staff-development activities should be held in the "home-school" (63%).

(f) The assistant principal should not act as a consultant for most subject areas (58%).

The first year teachers' greatest need was for ". . . moral support and reassurance to increase self-concept" (p. 42).

Haughey's research. Haughey's (1976) study sought data on the consultative needs of 80 elementary teachers in three schools in the same urban school system in Alberta. The data collected provided information, in relation to 21 task areas, about the teachers' needs for consultative assistance, the persons with whom they consulted, their degree of satisfaction with the consultation provided, reasons why desired consultative assistance was not sought, and the provision of consultative assistance to others. These task statements were grouped under four category headings: (a) Curriculum and Program; (b) Instructional; (c) Audio-visual Technology; and (d) Special Student Needs. Subsequent interviews with all respondents provided greater detail to the information gathered by questionnaire.

The four task areas recording the highest percentages of teachers seeking consultative help were as follows (Haughey, 1976:66):

1. diagnosis of learning difficulties (87%);
2. developing remedial programs (78%);
3. selecting instructional materials (74%); and
4. operating audio-visual equipment (68%).

This ranking was maintained regardless of classification by years of post-secondary education, total years of teaching experience, years of employment in the present school, or by grade division. The majority of all concerns, except "Interpreting curriculum guides," were recurring for most teachers.

Teachers having three or more years of post-secondary education sought consultative assistance more often than did their less-qualified colleagues. Teachers with over 10 years of teaching experience sought consultative assistance less often than did their less-experienced colleagues. With the exception of concerns related to "Interpreting curriculum guides," the majority of teachers had recurring concerns in all categories.

In general, teachers rated the assistance provided as satisfactory or very satisfactory. For only one concern--"Interpreting curriculum guides"--did the percentage of "not very satisfied" responses reach a level of 33 percent. Teachers with less teaching experience and fewer years of post-secondary education tended to be more satisfied with the consultative assistance provided than were their more experienced and better qualified colleagues.

Of the 80 teachers participating in the study, 27 gave 13 different reasons for not seeking needed consultative assistance. These reasons fell into the three major areas of: (a) the concern was not crucial; (b) teachers experienced lack of time, materials, or did not know whom to ask; (c) the problem passed or the needed information became available.

Persons consulted most often were the principal, assistant principal, guidance counselors, librarians, remedial reading teachers, and other classroom teachers. No external consultants were involved in the study.

Sixty-two percent of teachers provided consultative assistance to their colleagues "at least twice per week." Satisfaction with the consultative assistance provided tended to reduce in relation to increasing years of post-secondary education.

Haughey, Holdaway and Small (1977:94) concluded:

> Teachers in this study viewed each other as productive sources of consultation, and interacted regularly on professional matters which tended to focus on practical concerns and instructional procedures.

Harrison's research. Harrison (1978:194-203), in a study of the consultative practices in selected junior high schools in Alberta, reports the following:

1. Of the 38 task areas, the majority of teachers sought consultative assistance in 11.
2. The two categories of task areas receiving the highest percentage frequencies of teachers seeking consultative assistance were "Development of Annual Curriculum and Program" and "Student Needs."
3. Generally, the percentage frequency distributions for male teachers and female teachers were similar.
4. Teachers having between one and three years of post-secondary education reported fewer task area concerns than did teachers with four or more years of post-secondary education.
5. Overall, teachers of grade 7 students sought slightly more consultative assistance for their task area concerns than did other grade level teachers.
6. Fewer Industrial Arts teachers sought consultative assistance than did teachers from other subject areas.
7. In each task area, at least 60 percent of teachers experienced recurring concerns, with highest percentage frequencies generally reported by male teachers.
8. Most teachers indicated that they consulted with one referent only for assistance to their task area concerns.
9. Eighty-five percent of teachers sought assistance from colleagues in the same school, while 13 percent sought assistance from colleagues in other schools or central office or area staff.
10. Teacher colleagues were consulted more regularly than any other class of referent.
11. The majority of teachers saw themselves as a source of consultative assistance to colleagues in the same school.
12. Approximately one-third of teachers indicated that there were occasions when they had not sought consultative assistance for their concerns.
13. Reasons given by teachers for not seeking needed assistance included: insufficient time; did not know where to find the

information; previous experience was negative; information given was not practical; capable of solving own problem.

14. Supervisory personnel perceptions of reasons why teachers did not seek needed assistance included: may imply incompetence; lack of direction by administration; insufficient time for discussion; trust and acceptance must first be established.

15. Fifty-seven percent of teachers responded that assistance received was satisfactory, 26 percent indicated very satisfactory, and 17 percent indicated not satisfactory.

The above research, in adding significantly to earlier writings on, and research into educational consultation, does not specifically address the consultative needs of senior high school teachers.

CONCEPTUAL FRAMEWORK

External and internal consultants can be viewed as "change agents of education." Their function and their contribution are largely concerned with the provision of information designed to facilitate change or innovation in educational practices, and to assist in upgrading teachers' subject knowledge and instructional skills. Such consultative assistance is directed at improving the quality of education imparted to students through the school system. Daily, teachers are faced with decision-making responsibilities, particularly with regard to the educational welfare of their students. Havelock (1973:10), in discussing the role of the change agent, states:

> You can be an effective change agent either as an insider or an outsider. Sometimes outsiders see things more objectively, and they are usually more free to work in a variety of ways with different members of the client system. . . . As an insider, you are more familiar with the system and you feel its problems more deeply; you are also a familiar face and a "known quantity." Sometimes change agents have to be insiders.

Lippitt and Lippitt (1978:ix), in discussing the nature of consultation, differentiate from the outset between "internal consultants"--those located in the same setting--and "external consultants"--those who offer their help as outsiders.

Many authors (including Savage, 1959; and Haughey, 1976) indicate that much of the consultative assistance required by classroom teachers is obtained from internal personnel within the teacher's home school, such as the principal, assistant principal, department heads, and colleagues.

Whether the consultants serving the needs of classroom teachers are internal "school" personnel or external "department" personnel, the fundamental nature of the service they provide is the same: that of transmitting advice or other information or providing assistance which may change and/or improve an unsatisfactory situation, or reduce or eliminate a current problem or concern.

Within the context of "change theory," the consultant is independently and collectively a catalyst, a solution-giver, a process-helper and a resource-linker. On occasions he will be more of one and less of the others, and on other occasions he may be some or much of all simultaneously. In practice, the consultant is a change agent.

As a catalyst, he will stress the need for change, for innovation and/or upgrading, rather than one who comes with prepared programs or packages to effect such change. He will be a stimulus for change; one who assists teachers to analyse problems; one who encourages self-help activities. The catalyst change agent will be an effective influencer; he will provide stimuli that will help the teacher recognise a need for change or growth and development.

As a solution-giver, the consultant will be one who provides otherwise elusive answers to recognised problems. The solution-giver consultant may be able to offer a number of possible solutions to a particular problem, but it is the individual teacher who must select the appropriate "solution" and transform it from the realm of the possible to the actual.

As a process-helper, the consultant is one who provides specific assistance to teachers to help ensure that the desired change is effected. Havelock (1973:9) states that the process-helper can provide valuable assistance in showing the client how to perform these functions:

(a) recognize and define needs;
(b) diagnose and set objectives;
(c) acquire relevant resources;
(d) select or create solutions;
(e) adopt and install solutions; and
(f) evaluate solutions to determine if they are satisfying his needs.

As a resource-linker, the consultant's task is to provide access between teachers and the needed resources for achieving solutions to problems. A resource-linker is involved in matching the resources in one person with the needs in another. Where a teacher has need of special skills, a resource-linker consultant will advise where such skills can be obtained. His special attribute is in communicating and in building relationships.

Consultants, as change agents, will tend to reflect characteristics of all four types of specialists--catalyst, solution-giver, process-helper, and resource-linker.

Consultation is a two-way process, and mutual interaction is essential if the result of such consultation is to be relevant and effective. Havelock (1973:19) states:

> Ultimately the client is best served by a network of two-way contacts with other clients and with a variety of resource persons, groups and institutions. . . . Effective problem-solving and self-renewal over time requires multiple exchanges with inside and outside resources, each representing special knowledge, skill, or service relevant to different needs at different times.

This comment most aptly describes the environment within which the teacher works and within which the teacher seeks consultative assistance.

Figure 1 shows Havelock's (1973:19) "network of two-way contacts," and Figure 2 shows the adaptation of this model to the consultative interaction.

Consultative assistance provided from within the school represents "internal consultancy." That which is provided from without represents "external consultancy." Teachers within the school may perform both consultant and consultee functions, while the principal and external subject-specialist consultants will tend to provide consultant services predominantly.

The following quotations from various writings on consultancy, supervision, or change theory add support to the conception of the consultant as a change agent.

Dinkmeyer and Carlson (1973:85):

> The consultant's role is perhaps best characterized as the architect of change.

Dinkmeyer and Carlson (1977:172-173):

> Research evidence testifies convincingly to the effectiveness of consultant interaction with teachers and administrators. . . . Consultants need to understand their role and mission as change

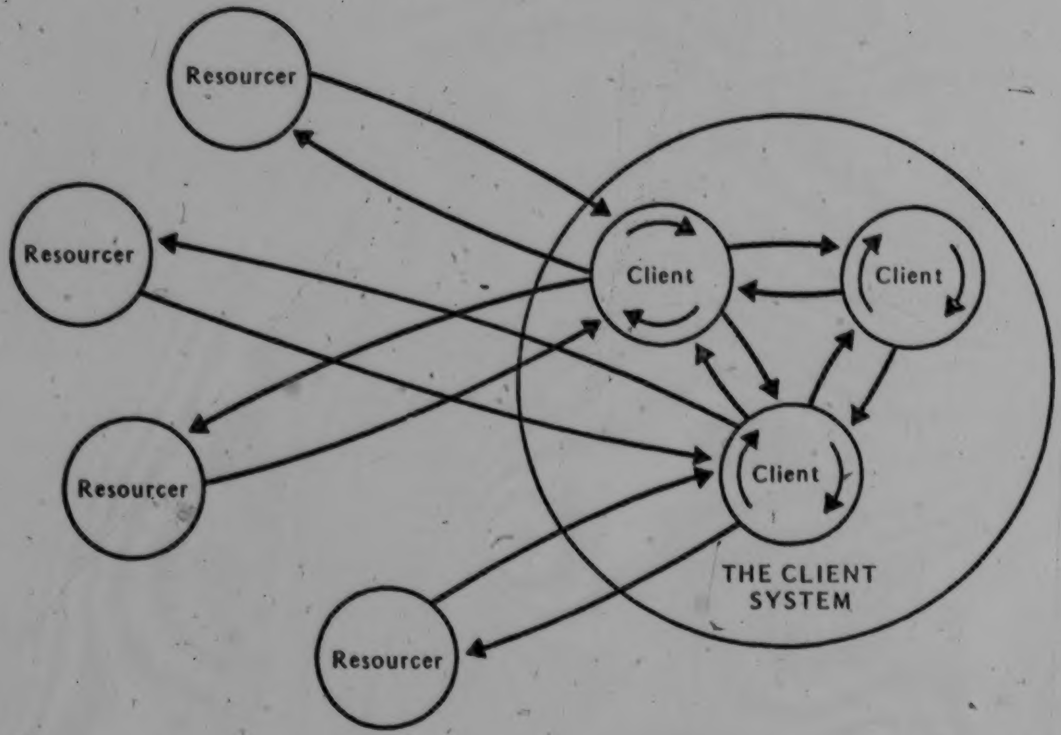
Resourcer
Resourcer
Resourcer
Resourcer
Client
Client
Client
THE CLIENT SYSTEM

Figure 1. Two-way interaction network between clients within the client system, and between clients and external resource personnel (Havelock, 1973:19).

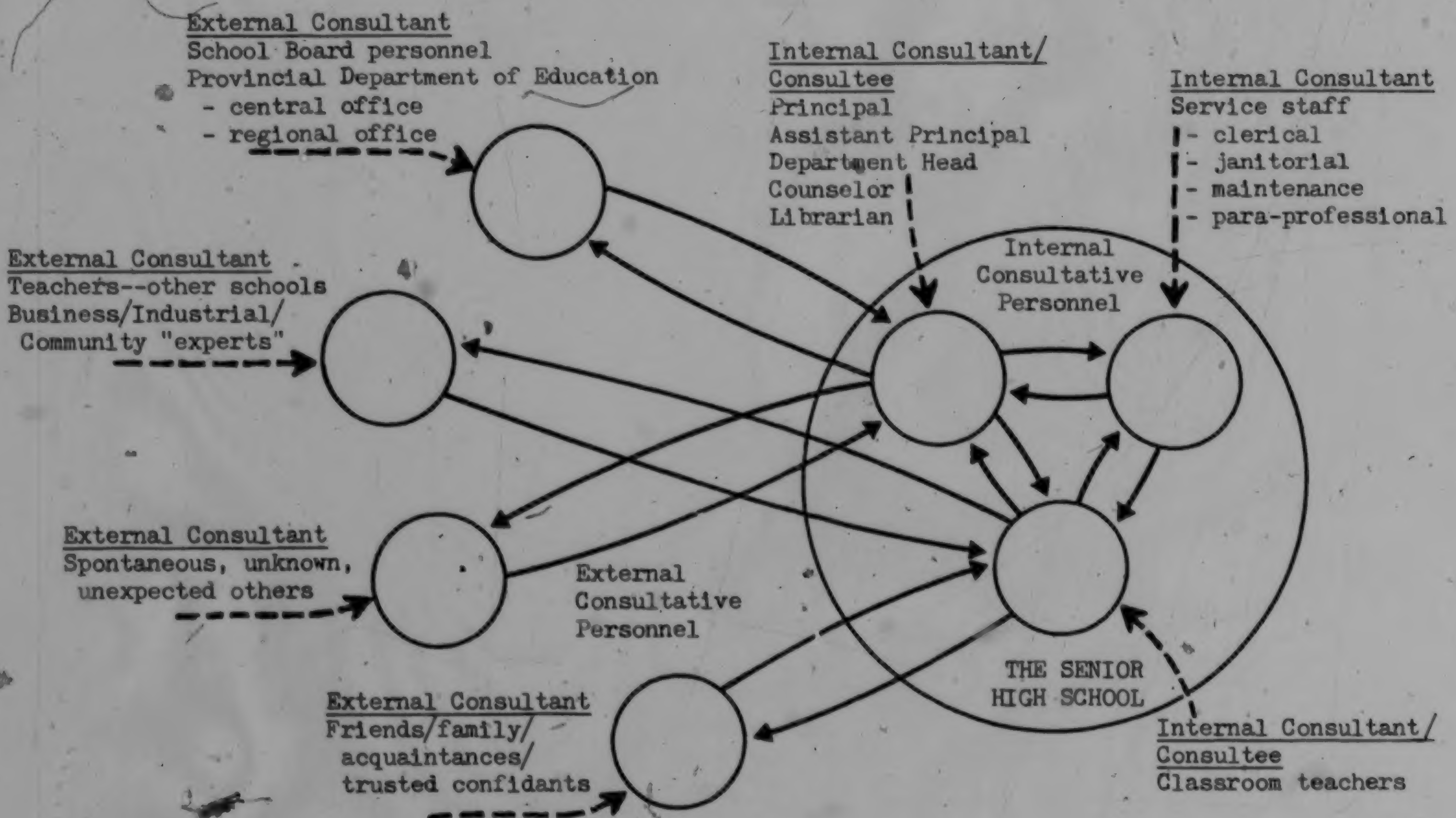
External Consultant
School Board personnel
Provincial Department of Education
- central office
- regional office
External Consultant
Teachers--other schools
Business/Industrial/
Community "experts"
External Consultant
Spontaneous, unknown,
unexpected others
External Consultative
Personnel
External Consultant
Friends/family/
acquaintances/
trusted confidants
Internal Consultant/
Consultee
Principal
Assistant Principal
Department Head
Counselor
Librarian
Internal Consultant
Service staff
- clerical
- janitorial
- maintenance
- para-professional
Internal
Consultative
Personnel
THE SENIOR
HIGH SCHOOL
Internal Consultant/
Consultee
Classroom teachers

Figure 2. Adaptation of Havelock's model to reflect teacher interaction with "internal" consultative personnel, and teacher interaction with "external" consultative personnel.

> agents . . . . Our model includes the consultant's role 'as' facilitator of human potential.

Bauer (1975:229):

> The resource teacher is also the consultant to the classroom teacher . . . who is part of an on-going system 'and' must be helped to re-orient, redirect efforts, and become motivated to change so as to accommodate for and solve some additional and taxing problems.

Sergiovanni (1975:5):

> Supervisors, for example, will find that most situations they face force them to operate more as change facilitators than as direct agents of change.

Sergiovanni (1975:47):

> Effective supervisors are educational change agents, and their effectiveness is contingent on their sensitivity to the existing operational climate as well as an awareness of strategies involving change.

SUMMARY

The review of the related literature, and the conceptual framework used for this study, were presented in this chapter.

A prefatory comment about the role function differences between supervision and consultation, as these apply to the provision of consultative assistance to teachers, was provided. There is a potential conflict for both parties to the interaction, between help provided as a result of, or based on, an "external" evaluation of need, and help which, from the helpee's standpoint, is free of such "external" evaluation. In keeping with much of the literature on Helping Relations, the approach adopted in this study was that the need for consultative assistance will have potentially the least negative outcomes where it is determined through self-evaluation by the recipient/teacher.

The three topics selected as relevant to this study were Supervision, Helping Relationships, and Educational Consultation.

Supervision

The writings on Supervision included those which directly addressed the role function of consultation, or the provision of needed assistance to teachers. The most recent trend towards facilitating and helping, rather than directing and evaluating, was emphasized, though the potentially negative "cold war" interaction pattern of authoritative superordinate and threatened subordinate was also mentioned.

Helping Relationships

The literature on Helping Relationships has a strong psychological rather than philosophical base, with the underlying theme being the self-assessment of need for personal growth and/or problem-solving, and a helper-helpee interaction which embodies empathy, concreteness, genuineness and respect. Some questions were raised about the constructive helpfulness of the helper/supervisor, and the need for helper awareness of the value-positions of both parties to the interaction.

Educational Consultation

The role of the consultant was reviewed, both as a function and as a process. This was followed by a review of recent research of teacher needs for consultative assistance, both on the North American continent, and within the Province of Alberta.

Conceptual Framework

The conceptual framework used for the study viewed the internal or external consultant as a change agent--a catalyst, a solution giver, a process helper and/or a resource linker.

Havelock's two-way interaction model was adapted to show the educational consultation process of internal and external interaction patterns at the senior high school level.

Chapter 3

RESEARCH DESIGN

The research methodology used for this study was descriptive, in that the major focus was to describe existing phenomena. Both questionnaires and structured interview schedules were used for the collection of data.

Three schools were selected from the eleven senior high schools in the Edmonton Public School District. A number of factors influenced this selection, not the least of which was the preparedness of the principals of the schools concerned to permit their staff to participate in the study. Some direction was also provided by the District's Director of Research.

The questionnaire, which was developed from those used in the studies by Plamondon (1973), Haughey (1976), and Harrison (1978), was sent to all staff in the three selected senior high schools.

The Questionnaire

Data were sought from both teachers and external consultants. Instrumentation for both groups comprised a questionnaire and a follow-up structured interview schedule. The instruments for data collection with consultants were very similar to those used with the teachers.

The teachers' questionnaire had the following major divisions:

A. Demographic details;

B. Educational concerns for which consultative assistance was sought;

C. Specific aspects of three educational concerns and measure of perceived satisfaction of consultative assistance;

D. Reasons why consultative assistance was not sought;

E. Educational concerns for which consultative assistance was provided; and

F. General related questions.

Section B lists 39 educational concerns grouped under six category classifications as follows:

1. Curriculum/Program;
2. Instruction/Methodology;
3. Specialist Equipment/AV Technology;
4. Counseling/Student Concerns;
5. Professional; and
6. Administrative/Organizational.

Respondents were asked to indicate in relation to each of the 39 educational concerns:

(a) the number of occasions on which consultative assistance was sought, and

(b) the referent/consultative personnel from whom such assistance was sought.

In Section C, respondents were requested to:

(a) select the three educational concerns which were the most significant for them as teachers;

(b) list up to three specific problems within each of these three most significant concerns; and

(c) indicate their degree of satisfaction with the consultancy provided.

Section D asked respondents to nominate the reasons why consultative assistance was not sought for recognized educational concerns. Section E sought information about consultative assistance provided by them to other teachers, and Section F sought responses to a number of related questions such as alternative sources of consultative need fulfillment.

The consultants' questionnaire had the following five sections only, Section E of the teachers' questionnaire having been excluded as irrelevant.

Section A dealt with demographic details.

Section B outlined the same 39 educational concerns. For each of these, consultants were asked to indicate:

(a) the number of occasions on which consultative assistance was provided;

(b) the grade level (where known and relevant); and

(c) the subject area (where known and relevant).

In Section C, consultants were asked to:

(a) nominate the three educational concerns for which consultative assistance was most frequently provided;

(b) outline within each of these, the three most specific aspects of need for consultation by teachers; and

(c) indicate their general level of satisfaction in the provision of consultative assistance appropriate to each of these specific aspects.

Section D sought consultants' perceptions of the following:

(a) the reasons why teachers may not seek consultative assistance;

(b) whether such reasons were perceived as common or not common among teachers; and

(c) to which educational concerns such reasons may relate.

Section E outlined the same nine questions on possible alternative sources of consultative needs fulfillment as found in Section F of the teachers' questionnaire.

The Interview Schedule

The structured interview schedule was designed to seek clarification of the information provided in Sections C, D, E, and F of the teachers' questionnaire, and Sections C, D and E of the consultants' questionnaire. Interviews were conducted with those questionnaire respondents who indicated their willingness to participate in a follow-up interview. However, since these interviewees did not constitute a random sample of either teacher or consultant questionnaire respondents, no inferences to the questionnaire respondent populations were possible.

Validity of Instruments

To help ensure validity, clarity of statement, non-ambiguity of the 39 educational concerns and supporting questions of the questionnaire, and of the general format and questions of the structured interview schedule, copies of both instruments were distributed to the following for critical review:

1. selected faculty members of the Department of Educational

Administration, The University of Alberta;

2. selected graduate students of the same Department;
3. selected administrative personnel and teachers from the schools used for the pilot study; and
4. the Director of Research of the Edmonton Public School Board.

Modifications to both instruments were made, based on the recommendations of the above range of personnel.

The Director of Research recommended that the three schools to be used for the study should be selected from the following:

1. Victoria Composite High School or Jasper Place Composite High School,
2. Harry Ainlay Composite High School or Queen Elizabeth Composite High School,
3. W. P. Wagner High School.

The three schools which participated are underlined. The collective teaching staff of any three of this combination of schools represents approximately 25-30 percent of senior high school teachers employed by the Edmonton Public School Board. The Director of Research stated that, for the purposes of this study, this percentage represented a "reasonable sample."

The Director of Professional Development in the Edmonton Public School District provided assistance with the selection of supervisors and consultants whose responsibilities brought them into direct contact with the teachers involved in the study.

DATA COLLECTION PROCEDURES

Questionnaires were delivered to all teachers in the three selected high schools. The questionnaire completion date was five school days after the date on which teachers received the questionnaires. On completion, these were sealed in their accompanying envelopes and returned to the principal, from whom they were collected by the researcher.

Follow-up interviews were conducted with those respondents who indicated their preparedness to do so by having signed their names in the appropriate space on the final page of the questionnaire.

Permission was sought from each principal to allow the researcher some time at a general staff meeting to explain to teachers the nature of the study, the potential benefits to them as educators, and to request their cooperation through the accurate completion of the questionnaire. This request was granted at one school.

Data collection from consultants was conducted in a similar way except that questionnaires and stamped, addressed, return envelopes were posted to selected consultants employed by the Edmonton Public School Board. Follow-up interviews were arranged and conducted as convenient to consultants and the researcher.

TREATMENT OF DATA

Because the schools selected for the study did not represent a random sample of senior high schools within the Edmonton Public School District, nor were they representative of senior high schools within Alberta, the use of inferential statistics was not appropriate.

The study was descriptive rather than prescriptive, in that it gathered and reported descriptive data appropriate to a discrete population. To the extent that other populations are similar to this population, restrictive generalizations may be possible.

The data collected were coded and transferred to computer cards for processing. Frequency distributions and cross-tabulations were computed from the usable data and presented in tables.

DELIMITATIONS, LIMITATIONS AND ASSUMPTIONS

Delimitations

This study was confined to the teachers of the three selected senior high schools and to consultants engaged by the Edmonton Public School Board.

All teachers within these schools and Edmonton Public School District consultants having direct responsibility to these teachers were sent questionnaires. Only those respondents indicating their preparedness to participate in a follow-up interview were so interviewed.

Limitations

Because the teachers and consultants selected for this study did not constitute a representative sample of Alberta senior high school teachers and consultants, data are descriptive of a select population and, therefore, directly applicable only to the personnel and schools involved in the study. However, these findings may lead to conjectures about the consultative needs of senior high school teachers in other school systems and to other related research questions.

Assumptions

The following assumptions were made in relation to the study.

1. The educational concerns delineated in the questionnaire accommodated the major consultative needs of senior high school teachers.

2. All potential respondent teachers and consultants would be able to comprehend the questions asked in the sense as perceived by the researcher.

3. All responses given to the questions asked would be valid and as accurate as is possible.

4. The data analysis techniques used by the researcher would accurately reflect the responses of the teachers and consultants involved.

SUMMARY

Questionnaires were used to obtain data from a population of 112 teachers in three selected senior high schools within the Edmonton Public School District, and from 20 supervisory/consultative personnel employed by the Edmonton Public School Board. Follow-up interviews were conducted with those respondents who so volunteered.

Instruments were critically reviewed by representatives of faculty and doctoral students within the Department of Educational Administration, and by the Director of Research and the Director of Professional Development for the Edmonton Public School Board to help ensure construct validity and non-ambiguity of wording. Both closed and open-ended questionning techniques were used.

Computer analysis of the data provided frequency and percentage frequency distributions of all responses to the 39 educational concern statements. These were then cross-tabulated with the demographic characteristics of the respondent groups for subsequent analysis and comparison.

Chapter 4

DATA COLLECTION FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS, AND DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The frequency and percentage frequency distributions of both questionnaire and interview respondents, by school and in total, of teachers and supervisory/consultative personnel, and the demographic characteristics of both groups are presented in this chapter.

QUESTIONNAIRES

The three schools participating in the study were selected in consultation with the Director of Research for the Edmonton Public School Board and with consideration for the following:

1. dissimilarity of geographic and socio-economic location;
2. variety of instructional program--academic-vocational mix; and
3. previous and present research demands on the teaching staff.

Final permission to conduct research in each school was subject to the approval of the individual principals.

Table 1 details a breakdown of questionnaire distribution and total and usable returns. The low usable return percentage from teachers may be reflected in comments given on incomplete questionnaires

Table 1

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF QUESTIONNAIRE AND INTERVIEW RESPONDENTS

Respondents	Questionnaires					Interviews	
	Total Distributed	Total Returns		Usable Returns			
	f	f	%	f	%	f	%
Teachers							
School A	91	40	44	40	44	6	2
School B	88	34	39	30	34	5	6
School C	81	45	56	42	52	7	9
TOTAL TEACHER PERSONNEL	260	119	46	112	43	18	16
Supervisory/ Consultative Personnel	31	24	77	20	65	7	36

or in subsequent interviews. An example of the range of these includes:

1. "The questionnaire was too long."
2. "The questionnaire was too detailed."
3. "Teachers are confronted with too many research questionnaires--we don't have the time." (One teacher indicated that this was the third for the week; another that there had been too many during the year.)
4. "It's time teachers charged a fee for this extra-curricula service."
5. "On principle, I refuse to fill in another questionnaire--we never see, nor get any benefit from, the results."
6. "The principal gave permission to conduct research in this school, but I am not bound to participate."

The 12 percent difference between total and usable returns for supervisory/consultant personnel reflects a possible change of role function between the date of selection of appropriate personnel and date of questionnaire completion. Most incomplete or untouched instruments bore the explanation that the signatory did not have, or no longer had, direct consultative contact with senior high school teachers.

INTERVIEWS

A total of 18 teachers, or 16 percent of the total respondents, offered to participate in a follow-up structured interview designed to obtain greater insights into certain aspects of the questionnaire.

Thirty-six percent of consultant respondents--in excess of double the percentage of teachers--offered to engage in further exploratory discussion of the information provided on the questionnaire. In each case, much valuable comment was provided to add greater substance to the somewhat skeletal responses possible on the questionnaires.

DEMOGRAPHIC CHARACTERISTICS

Teachers

Demographic characteristics of the respondent teachers are presented in Table 2. Eighty-two, or 73 percent, of the research population were male, compared to 30, or 27 percent, of females. These are not broken down by school, since the three participating schools were treated as one population for all analyses.

For the purposes of the computation procedures used to analyse the data, teachers ~~between~~ the ages of 20 and 29 years were classified as one group, as were those of 55 years and over, because of the relatively small numbers involved in each case. Further grouping, for the same reason, was undertaken for years of post-secondary education--4 years or less; years of teaching experience in total--1 to 4 years; and years of teaching experience in the present school--10 years or more.

The majority of teachers in the research population--68 percent--were between the ages of 30 to 54 years. Only 7 percent of respondents were under 30 years of age, while 16 percent were 55 years or older. Forty-three percent had the current minimum 4 years of post-secondary education, 3 percent had less than 4 years, and 32 percent had 6 years or more.

Table 2

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS
OF THE DEMOGRAPHIC CHARACTERISTICS
OF 112 TEACHERS

Characteristics	f	%
Sex		
Male	82[a]	73[a]
Female	30	27
Age		
20-24 years	2	2
25-29 years	6	5
30-34 years	20	18
35-39 years	17	15
40-44 years	21	18
45-49 years	19	17
50-54 years	10	9
55-59 years	13	12
60 years and over	4	4
Years of Post-Secondary Education		
2 years or less	1	1
3 years	2	2
4 years	48	43
5 years	25	22
6 years or more	36	32
Years of Teaching Experience--in Total		
1 year	2	2
2-4 years	14	13
5-9 years	21	18
10-14 years	35	31
15 years or more	39	35
Years of Teaching Experience--in Present School		
1 year	15	13
2-4 years	21	19
5-9 years	32	29
10-14 years	36	33
15 years or more	7	6
Position in School		
Assistant Principal	3	3
Department Head	18	16
Classroom Teacher	84	75
Counselor	1	1
Librarian	3	3
Other	3	3
Grade Level Most Commonly Taught		
Grade 10	98	36
Grade 11	90	33
Grade 12	87	31
Consistency between Present Assignment and Academic Preparation		
Yes	98	88
No	14	12
Consistency between Present Assignment and Teaching Experience		
Yes	103	92
No	6	5
Subject Area Most Commonly Taught		
Business Education	10	9
English/Language Arts	10	9
Fine Arts	4	4
Home Economics	3	3
Industrial/Vocational Education	34	29
Mathematics	12	11
Modern/Second Languages	3	3
Physical Education	3	3
Sciences	12	11
Social Sciences	8	7
Special Programs	2	2
Student Services	5	4
Other	5	4

[a] This means that 82, or 73 percent of teacher respondents were male.

Sixty-six percent of these teachers had 10 years or more of total teaching experience and, of those, 67 percent had been in their present schools 5 years or longer. Only 2 percent were first year teachers, however 13 percent were first year in the present school. Seventy-five percent of all respondents classified themselves as classroom teachers, while 16 percent were department heads. Only one of the total respondents from the three schools was a counselor, and only three were assistant principals.

The distribution of teachers across the three grade levels of senior high school was very even--approximately one-third each, with the slightly higher percentage at the grade 10 level, and lowest at year 12. The level of consistency between present assignment and academic preparation, and present assignment and teaching experience were both high--88 and 92 percent, respectively. By far the greatest percentage of teachers were in the industrial/vocational education subject area as a single category, with a figure of 29 percent. Because of low numbers of teachers in certain subject areas, some grouping for computation procedures was necessary.

Supervisory/Consultant Personnel

Demographic characteristics of the "consultant" group are presented in Table 3, and though some of these personnel are officially designated "supervisor" and others "consultant" by their employer--the Edmonton Public School Board--for the purposes of this research they have been grouped together.

There was a slightly more even distribution of males (65 percent) to females (35 percent) than was the case with the teachers. Age was

Table 3

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE DEMOGRAPHIC CHARACTERISTICS OF 20 CONSULTANTS

Characteristics	f	%
Sex		
Male	13[a]	65[a]
Female	7	35
Years of Post-Secondary Education		
4 years	1	5
5 years	4	20
6 years or more	15	75
Years as Officially Designated Supervisor or Consultant		
1 year	1	5
2 years	4	20
3 years	1	5
4 years	2	10
5 years or more	12	60
Years of Service in Present Position		
1 year	3	15
2 years	3	15
3 years	1	5
4 years	1	5
5 years	3	15
7 years	1	5
8 years	1	5
9 years	2	10
10 years	1	5
14 years	2	10
15 years	1	5
No response	1	5
Percentage of Work Week		
Teaching K-6 10%	1	5
20%	1	5
25%	1	5
No response	17	85
Teaching G.7-9 2%	1	5
20%	1	5
No response	18	90
Percentage of Work Week (continued)		
Teaching G.10-12 2%	1	5
20%	1	5
50%	1	5
70%	1	5
No response	16	80
Provision of Consultative Assistance		
K-9 5%	1	5
10%	2	10
20%	2	10
25%	2	10
40%	3	15
45%	2	10
50%	2	10
60%	1	5
75%	1	5
80%	1	5
No response	3	15
G.10-12 5%	3	15
10%	4	20
15%	1	5
20%	5	25
25%	2	10
30%	1	5
40%	1	5
50%	1	5
No response	2	10
Other (Administrative)		
10%	1	5
20%	1	5
30%	1	5
40%	2	10
50%	2	10
75%	1	5
80%	2	10
90%	1	5
99%	2	10
No response	7	35

[a] This means that 13 in number, or 65 percent, of consultant respondents were male.

not considered to be a factor in relation to length of service as a supervisor or consultant and was, therefore, excluded from the questionnaire. Seventy-five percent, or 15 of the 20 respondents, had 6 years or more of post-secondary education, and 60 percent had served as officially designated supervisors or consultants for more than 5 years. The range of years of experience in the present position was reasonably evenly spread from 1 to 15 years. Fifteen percent of the supervisor/consultant respondents spent at least 50 percent of their time teaching grades 10-12. However, only 5 percent spent half of their time providing consultative assistance to senior high school teachers. Seventy-five percent provided consultative assistance 25 percent or less of their time, and a further 10 percent gave no response. Thirty-five percent of respondents spent up to 50 percent of their time on administrative or other matters, and two persons indicated that 99 percent of their time was so spent, as a result of recent role changes.

This group of 20 supervisors/consultants represents the "external" consultants from whom data were specifically and successfully sought. Teachers, as "internal" consultants to one another, were not asked to estimate the amount of time spent in providing consultative assistance to one another since their primary designation was "teacher" not "internal consultant" and it was considered that such estimation may affect responses provided to other sections of the questionnaire.

SUMMARY

The usable percentage return of teacher questionnaires was 43, compared with 65 for supervisors/consultants. Possible reasons for the low rates of return from both groups, as provided in written or oral form by respondents, were reported.

In the analysis of demographic characteristics for both groups of respondents, 73 percent of teachers were male, compared with 65 percent of supervisors/consultants. Fifty-four percent of teachers had 5 or more years of post-secondary education, whereas 60 percent of supervisors/consultants had 5 or more years.

Only 2 percent of teachers were first-year teachers, whereas 85 percent had 5 or more years of total teaching experience. Sixty percent of supervisory/consultative personnel had 5 or more years' experience in their formally designated positions.

While the definition of "external consultant" as used in this study included all persons external to the school who provide consultative assistance to teachers on education-related matters, the group of 20 supervisors/consultants employed by the Edmonton Public School Board who returned completed questionnaires were the only external consultants from whom data was sought by questionnaire or interview. Teachers were not asked to estimate their assistance to colleagues as time spent in the provision of "internal consultative assistance."

Chapter 5

EDUCATIONAL CONCERNS FOR WHICH TEACHERS SOUGHT CONSULTATIVE ASSISTANCE

The frequency and percentage frequency distributions of the 112 teacher responses appropriate to Problem Statement 1--"To what extent do senior high school teachers seek consultative assistance?"--are presented in this chapter.

In Section B of the questionnaire, teachers were asked to indicate the following for each of the 39 educational concerns for which consultative assistance had been sought since the beginning of the current school year--(1) the number of occasions on which such assistance was sought; and (2) all consultative personnel from whom assistance was sought appropriate to each educational concern.

Subproblem 1.1

"What percentage of senior high school teachers seek consultative assistance for each of the 39 educational concerns?"

All of the listed educational concerns represented an area of need for consultative assistance for at least 20 percent of all respondent teachers, as shown in Table 4. The consultative need area named by the greatest percentage of senior high school teachers was "Dealing with tardiness and/or absenteeism" for which 83 percent, or 93 of the 112 teachers, sought consultative advice and/or assistance. Seventy-eight percent of teachers sought help in "Planning and/or

Table 4

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES TO THE EDUCATIONAL CONCERNS FOR WHICH THEY SOUGHT CONSULTATIVE ASSISTANCE

Educational Concerns	Teacher Responses	
	f	%
Curriculum/Program		
Determining:		
1. - established school programs/standards.	86[a]	77[a]
2. - teaching-time/subject allocation......	82	73
3. - expectations for student achievement..	86	77
4. - course objectives.....................	79	71
5. Developing course outlines..............	78	70
6. Selecting "best" instructional materials.	82	73
Instruction/Methodology		
Planning and/or utilizing:		
7. - evaluation procedures.................	87	78
8. - individualized instruction............	54	48
9. - small group instruction...............	40	36
10. - team-teaching techniques.............	34	30
11. - problem-solving/inquiry techniques....	47	42
12. - questioning techniques................	38	34
Determining "best":		
13. - techniques for content presentation...	61	55
14. - sequencing for content presentation...	56	50
Sp[illegible] Equipment/AV Technology		
Selecting and/or:		
15. - operating specialist/AV equipment.....	58	52
16. - developing specialist/AV equipment....	41	37
17. Obtaining information on new equipment...	57	51
18. Utilizing kits, games, charts...........	33	30
Counseling/Student Services		
Developing and/or utilizing:		
19. - remedial programs and materials.......	56	50
20. - accurate reporting procedures.........	55	49
Dealing with:		
21. - tardiness and/or absenteeism..........	93	83
22. - student personal problems.............	86	77
Improving:		
23. - classroom control and discipline......	58	52
24. - student motivation....................	61	55
25. Obtaining student background information.	69	62
26. Determining student needs/abilities......	62	55
27. Diagnosing learning difficulties.........	60	54
Professional		
Obtaining information on:		
28. - rights and responsibilities...........	45	40
29. - professional development/in-service...	65	58
30. - teacher evaluation/promotion/transfer.	46	41
31. - supervision/liability/negligence......	48	43
32. Resolving conflicts with colleagues......	33	30
33. Developing educational philosophy........	55	49
Administrative/Organizational		
Obtaining information on:		
34. - records/administrative procedures.....	56	50
35. - field-trips/excursions................	59	53
36. - budgeting/money control...............	57	51
37. - extra-curricula responsibilities......	53	47
38. Utilizing paraprofessionals/parents......	24	21
39. Interpreting policies/regulations........	60	54

[a] This means that 77 percent, or 86 of 112 teachers, sought consultative assistance to the educational concern "Determining established school programs/standards."

utilizing evaluation procedures," while 77 percent was recorded for each of "Determining established school programs/standards," "Determining expectations for student achievement," and "Dealing with student personal problems."

The other high response items were all within the general category "Curriculum/Program" and included: "Determining teaching-time/subject allocation" 73 percent, "Selecting 'best' instructional materials" 73 percent, "Determining course objectives" 71 percent, and "Developing course outlines" 70 percent.

The concern "Obtaining adequate student background information" was the only item within the 60-69 percent range and was a need area for 62 percent of teachers. Fourteen concern statements within the 50-59 percent range were spread across five general categories, although four of the six concerns in the "Administrative/Organizational" category were in the lower levels of this range. These included: "Interpreting school regulations, policies and guidelines" 54 percent, "Obtaining information on field-trips/excursions" 53 percent, "Obtaining information on budgeting/money control" 51 percent, and 50 percent for "Obtaining information on records, filing/administrative procedures."

Within the general category "Instruction/Methodology," the two educational concerns "Determining 'best' techniques for content presentation" and "Determining 'best' sequencing for content presentation" were identified by 55 percent and 50 percent of teachers respectively as those in which they required consultative assistance. Approximately half of the respondent teachers required assistance in "Selecting and/or operating specialist/AV equipment" and "Obtaining information on new specialist/AV equipment."

The general category "Counseling/Student Services" contained five items for which at least 50 percent of teachers required consultative assistance. These were: "Improving student motivation" and "Determining the needs/abilities of individuals" each 55 percent, "Diagnosing learning difficulties" 54 percent, "Improving classroom discipline" 52 percent, and "Developing and/or utilizing remedial programs and materials" 50 percent. The educational concern within the category "Professional" which recorded the highest percentage of teacher need for assistance was "Obtaining information on professional development/in-service programs" with 58 percent, while all other items in this category were a concern for less than 50 percent of high school teachers.

Eight concerns were in the 40-49 percent range, four of which were in the general category "Professional." A further six concern statements recorded percentages in the 30-39 range, three of which were within the category "Instruction/Methodology." The concern statement for which the smallest percentage of teachers sought consultative assistance was item number 38, "Utilizing paraprofessional/parent volunteers," which was mentioned by 21 percent of respondents.

Subproblem 1.2

"From which consultative personnel do senior high school teachers seek consultative assistance?"

Teachers were provided with a list of 10 personnel classifications as possible sources of consultative assistance. For each of the 39 educational concerns, they were asked to indicate all personnel from whom they had sought advice and/or assistance during the current school year. Six of these referents were "internal," or in-school personnel, and four were "external," or out-of-school personnel. Consultative personnel were placed in 10 categories (e.g., department heads or teacher colleagues), and no opportunity was provided for teachers to indicate the number of individuals within a category who may have been consulted in relation to a particular educational concern. Obviously, different numbers existed in each category.

Table 5 provides percentage frequency distributions of the 112 teacher responses of the personnel consulted in relation to each of the 39 educational concerns. The item for which the highest number (226) of individual responses was recorded was concern number 21, "Dealing with tardiness and/or absenteeism." Because teachers were not restricted (at this stage in the questionnaire) to choosing the one most frequently approached consultant, most nominated more than one consultant per concern item. The maximum possible frequency for each educational concern would be 112 teachers each nominating 10 consultants--1,120. Thus, for concern number 21, 72 percent of teachers sought assistance from assistant principals, 40 percent from teacher colleagues, 30 percent from department heads, 30 percent from counselors, 25 percent from principals, 1 percent from librarians, and 3 percent from teachers in other schools. Similar analyses of the assistance sought from all consultants for all concerns are shown in Table 5.

To ascertain the consultant classification most frequently consulted within general categories and for the total list of

Table 5

PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES OF CONSULTATIVE ASSISTANCE SOUGHT FOR EACH EDUCATIONAL CONCERN FROM EACH REFERENT

Educational Concerns	Consultative Personnel										
	Internal %						External %				
	Principal	Assistant Principal	Department Head	Teacher Colleague	Counselor	Librarian	Teachers in Other Schools	E.P.S.B. Consultant	Prov. Dept. of Ed. Pers.	Comm./Ind./ Bus. Pers.	f
Curriculum/Program											
Determining:											
1. - established school programs/standards.	29[a]	30	54	45	6	3	13	7	3	5	218[b]
2. - teaching-time/subject allocation......	27	32	50	23	2	-	4	1	3	1	160
3. - expectations for student achievement..	13	23	50	60	13	2	5	2	3	6	200
4. - course objectives....................	8	13	50	52	3	1	9	8	3	5	170
5. Developing course outlines...............	3	5	48	51	3	1	9	10	3	5	153
6. Selecting "best" instructional materials.	3	6	42	64	2	13	11	4	3	7	172
Instruction/Methodology											
Planning and/or utilizing:											
7. - evaluation procedures................	11	20	55	61	5	1	9	5	2	2	190
8. - individualized instruction............	1	2	17	38	9	4	4	2	2	2	89
9. - small group instruction...............	1	2	14	33	1	3	4	1	2	1	68
10. - team-teaching techniques..............	-	1	10	29	-	2	3	1	-	1	51
11. - problem-solving/inquiry techniques....	-	3	18	38	3	1	2	3	-	2	77
12. - questioning techniques................	-	1	13	30	-	2	1	1	-	1	55
Determining "best":											
13. - techniques for content presentation...	1	2	21	53	2	5	4	3	-	2	103
14. - sequencing for content presentation...	1	1	24	48	-	3	2	3	-	1	92
Specialist Equipment/AV Technology											
Selecting and/or:											
15. - operating specialist/AV equipment.....	-	-	7	25	-	27	1	5	1	2	77
16. - developing specialist/AV equipment....	-	-	10	21	2	17	2	5	-	2	66
17. Obtaining information on new equipment...	3	5	13	2	-	25	4	7	1	5	94
18. Utilizing kits, games, charts............	-	-	8	19	-	13	2	4	-	3	54
Counseling/Student Services											
Developing and/or utilizing:											
19. - remedial programs and materials.......	5	9	22	38	16	5	1	4	1	-	113
20. - accurate reporting procedures.........	10	21	32	30	8	-	-	1	-	-	114
Dealing with:											
21. - tardiness and/or absenteeism..........	25	72	30	40	30	1	3	-	-	-	226
22. - student personal problems.............	7	30	15	26	63	1	1	2	-	2	166
Improving:											
23. - classroom control and discipline......	7	26	24	36	14	2	2	-	-	-	126
24. - student motivation....................	5	21	23	46	19	3	3	2	-	-	136
25. Obtaining student background information.	4	25	10	21	50	-	2	2	-	1	127
26. Determining student needs/abilities......	1	15	17	33	38	3	2	4	-	2	128
27. Diagnosing learning difficulties.........	-	8	13	31	38	4	1	5	-	1	118
Professional											
Obtaining information on:											
28. - rights and responsibilities...........	15	6	8	21	2	-	2	1	3	2	67
29. - professional development/in-service...	14	17	30	30	8	3	7	10	1	4	138
30. - teacher evaluation/promotion/transfer.	20	13	13	11	-	-	3	8	-	-	74
31. - supervision/liability/negligence......	18	22	9	12	1	-	1	2	1	-	74
32. Resolving conflicts with colleagues......	12	12	16	17	4	-	3	-	-	-	70
33. Developing educational philosophy........	19	21	27	35	8	5	4	6	2	2	144
Administrative/Organizational											
Obtaining information on:											
34. - records/administrative procedures.....	21	30	26	20	6	1	2	3	1	2	131
35. - field-trips/excursions................	15	28	26	13	2	-	2	1	1	2	99
36. - budgeting/money control...............	21	17	29	12	1	4	2	6	1	3	108
37. - extra-curricula responsibilities......	16	18	17	18	4	1	2	-	1	-	86
38. Utilizing paraprofessionals/parents......	6	6	13	7	-	1	1	1	-	3	44
39. Interpreting policies/regulations........	30	38	29	18	4	-	2	2	1	1	144

---

[a] This means that 29 percent of the 112 teachers sought consultative assistance regarding "Determining established school programs/standards" from the principal.

[b] The f of 218 is the total frequency of mention of teachers who sought consultative assistance from all consultative personnel for the educational concern "Determining established school programs/standards."

additional concerns, these individual frequencies and percentage frequencies have been collapsed into the six general categories and differentiated into internal and external consultant classifications as presented in Table 6.

For the general category "Curriculum/Program," 9 percent or 101 of the 1,079 individual mentions of assistance sought by teachers was provided by the principal. Within this category, teacher colleagues provided most assistance to teachers with a figure of 31 percent of the total. Department heads were next most sought-after as consultants, with 30 percent. Teacher colleagues were the most frequently consulted personnel for five of the six general categories, being surpassed by department heads, assistant principals and principals, in that order, for the category of "Administrative/Organizational" concerns.

Overall, teacher colleagues were consulted the most, with 31 percent of the total assistance sought, followed by department heads with 23 percent, assistant principals 15 percent, principals 9 percent, counselors 9 percent, librarians 4 percent, Edmonton Public School Board consultants 3 percent, teachers in other schools 3 percent, community/industrial/business personnel 2 percent, and Provincial Department of Education personnel 1 percent.

Subproblems 1.2.1 and 1.2.2

"What percentage of teachers seek consultative assistance from internal consultative personnel?" and "What percentage of teachers seek consultative assistance from external consultative personnel?"

Within Tables 5, 6, and 7, internal and external consultative personnel have been clearly differentiated, and the extent to which consultative assistance is sought from internal personnel is readily discernible. In Table 5, the majority of high percentages of teachers seeking assistance for each educational concern is heavily weighted on the left-hand or "internal" side of the table. These percentages, appropriate to internal and external consultative personnel, have been summed for presentation in Table 7. In three instances, "Developing and/or utilizing accurate reporting procedures," "Dealing with tardiness and/or absenteeism," and "Improving classroom control and discipline," 99 percent of the assistance sought was from internal personnel. The one instance where as much as 25 percent of help was sought from external consultants was for the concern "Developing course outlines." The next largest percentages of external consultant provision of assistance were for "Utilizing kits, games and charts," and "Obtaining information on professional development/in-service programs," both 18 percent.

Table 6 provides an individual category analysis of assistance provided by both internal and external consultants, individually and grouped. In every instance, the great majority of assistance provided to teachers was by internal consultative personnel. External consultants' greatest contribution was within the category "Specialist Equipment/AV Technology" where 16 percent of the total was provided, and their smallest percentage of assistance provided was for items within "Counseling/Student Services" being 3 percent. Overall, internal consultative personnel provided 91 percent of the total assistance sought by senior high school teachers, while external

Table 6

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE ASSISTANCE PROVIDED BY ALL CONSULTATIVE PERSONNEL FOR ALL 39 EDUCATIONAL CONCERNS OF 112 TEACHER RESPONSES, BY GENERAL CATEGORY

General Categories	Consultative Personnel																						Category Totals	
	Internal														External									
	Principal		Assistant Principal		Department Head		Teacher Colleague		Counselor		Librarian		Total Internal Consultants		Teachers Other Schools		E.P.S.B. Consultant		Prov. Dept. of Ed. Pers.		Comm./Ind./ Bus. Pers.		Total External Consultant			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Curriculum/ Program	101	9[a]	124	12	329	30	330	31	32	3	21	2	937	86	56	5	35	3	18	2	33	3	142	14	1,079	24[b]
Instruction/ Methodology	18	2	34	5	193	27	370	51	21	3	21	3	657	90	30	4	20	3	6	1	12	2	68	10	725	16
Specialist Equipment/AV Technology	3	1	5	2	43	15	97	33	2	1	94	32	244	84	9	3	23	8	2	1	13	4	47	16	291	6
Counseling/ Student Services	17	6	256	21	210	17	338	27	308	25	20	2	1,149	97	15	1	21	2	1	-	7	1	44	3	1,247	28
Professional	109	19	102	18	114	20	142	25	25	4	9	2	501	88	21	4	30	5	7	1	6	1	64	12	565	12
Administrative/ Organizational	125	20	154	25	157	25	101	16	21	3	8	1	566	90	11	2	15	3	6	1	12	2	44	8	618	14
Consultant Totals f	427		675		1,046		1,378		409		173		4,054		142		144		40		83		409		4,525	100
Consultant Totals %	9[c]		15		23		31		9		4		91[d]		3		3		1		2		9		100	

[a] This means that 9 percent, or 101 of the 1,079 mentions of assistance sought by teachers within the general category "Curriculum/Program" was provided by the principal.

[b] This means that 24 percent of the total assistance provided by all consultant personnel was within the general category "Curriculum/Program."

[c] This means that the principal provided 9 percent of the total assistance.

[d] This means that 91 percent of the total assistance sought was provided by internal consultants.

Table 7

PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT CONSULTATIVE ASSISTANCE PROVIDED BY INTERNAL AND EXTERNAL CONSULTATIVE PERSONNEL

Educational Concerns	Internal Consultative Personnel	External Consultative Personnel	
	%	%	f
Curriculum/Program			
Determining:			
1. - established school programs/standards	86[a]	14	218
2. - teaching-time/subject allocation	94	6	160
3. - expectations for student achievement	91	9	200
4. - course objectives	84	16	170
5. Developing course outlines	75	25	153
6. Selecting "best" instructional materials	84	16	172
Instruction/Methodology			
Planning and/or utilizing:			
7. - evaluation procedures	89	11	190
8. - individualized instruction	88	12	89
9. - small group instruction	87	13	68
10. - team-teaching techniques	89	11	51
11. - problem-solving/inquiry techniques	90	10	77
12. - questioning techniques	94	6	55
Determining "best":			
13. - techniques for content presentation	90	10	103
14. - sequencing for content presentation	93	7	92
Specialist Equipment/AV Technology			
Selecting and/or:			
15. - operating specialist/AV equipment	87	13	77
16. - developing specialist/AV equipment	85	15	66
17. Obtaining information on new equipment	74	16	94
18. Utilizing kits, games, charts	82	18	54
Counseling/Student Services			
Developing and/or utilizing:			
19. - remedial programs and materials	94	6	113
20. - accurate reporting procedures	99	1	114
Dealing with:			
21. - tardiness and/or absenteeism	99	1	226
22. - student personal problems	96	4	166
Improving:			
23. - classroom control and discipline	99	1	126
24. - student motivation	96	4	136
25. Obtaining student background information	96	4	127
26. Determining student needs/abilities	93	7	128
27. Diagnosing learning difficulties	93	7	118
Professional			
Obtaining information on:			
28. - rights and responsibilities	87	13	67
29. - professional development/in-service	82	18	138
30. - teacher evaluation/promotion/transfer	84	16	74
31. - supervision/liability/negligence	94	6	74
32. Resolving conflicts with colleagues	95	5	70
33. Developing educational philosophy	89	11	144
Administrative/Organizational			
Obtaining information on:			
34. - records/administrative procedures	93	7	131
35. - field-trips/excursions	93	7	99
36. - budgeting/money control	88	12	108
37. - extra-curricula responsibilities	96	4	86
38. Utilizing paraprofessionals/parents	87	13	44
39. Interpreting policies/regulations	95	5	144

---

[a] This means that 86 percent of consultative assistance provided to senior high school teachers in relation to the educational concern "Determining established school programs/standards" was provided by "internal" consultative personnel.

consultative personnel provided 9 percent only.

Subproblem 1.3

"With what frequency is such consultative assistance sought?"

Teachers were asked to provide approximations of the number of occasions on which they had sought consultative assistance to each of the 39 educational concerns. This lack of specificity was considered necessary as the recall period extended to a maximum of eight months--since the beginning of the current school year. The "frequency of seeking" classifications were three only in number: "one to four occasions," "five or more occasions," and "recurring need."

Those concerns which recorded highest percentages in the "one to four occasions" classification included: "Determining teaching-time/subject allocation" 52 percent, with a 23 percent "no response"; "Dealing with student personal problems" 39 percent, with a 22 percent no response; and "Obtaining information on professional development/in-service programs" 39 percent, with a 42 percent no response.

The educational concerns which recorded highest percentages in the "recurring need" classification included: "Dealing with tardiness and/or absenteeism" 46 percent, with a 17 percent no response and 29 percent "one to four occasions"; and "Dealing with student personal problems" 30 percent, with a 22 percent no response and the above-mentioned 39 percent "one to four occasions." Three other "recurring need" concerns worthy of mention were "Determining established school programs/standards" 28 percent, "Determining expectations for student achievement" 28 percent, and "Planning and/or utilizing evaluation procedures" 27 percent. These data appear in Table 8.

Table 8

PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE NUMBER OF OCCASIONS ON WHICH SENIOR HIGH SCHOOL TEACHERS SOUGHT CONSULTATIVE ASSISTANCE FOR EACH EDUCATIONAL CONCERN

Educational Concerns	Number of Occasions				
	1-4 Occasions	5 or More Occasions	Recurring Need	No Response	
	%	%	%	%	f
Curriculum/Program					
Determining:					
1. - established school programs/standards.	36[a]	13	28	23	86
2. - teaching-time/subject allocation......	52	12	10	26	82
3. - expectations for student achievement..	34	15	28	23	86
4. - course objectives....................	32	15	23	30	79
5. Developing course outlines...............	38	15	17	30	78
6. Selecting "best" instructional materials.	36	14	23	27	82
Instruction/Methodology					
Planning and/or utilizing:					
7. - evaluation procedures..................	35	16	27	22	87
8. - individualized instruction............	30	8	11	51	53
9. - small group instruction...............	20	8	8	64	40
10. - team-teaching techniques..............	21	6	4	69	34
11. - problem-solving/inquiry techniques....	25	6	11	58	47
12. - questioning techniques................	21	7	5	67	38
Determining "best":					
13. - techniques for content presentation...	33	9	13	45	61
14. - sequencing for content presentation...	25	14	11	50	56
Specialist Equipment/AV Technology					
Selecting and/or:					
15. - operating specialist/AV equipment.....	36	9	7	48	58
16. - developing specialist/AV equipment....	24	7	5	64	41
17. Obtaining information on new equipment...	30	11	10	49	57
18. Utilizing kits, games, charts............	23	2	5	70	33
Counseling/Student Services					
Developing and/or utilizing:					
19. - remedial programs and materials.......	25	11	14	50	56
20. - accurate reporting procedures.........	27	7	15	51	55
Dealing with:					
21. - tardiness and/or absenteeism.........	29	8	46	17	93
22. - student personal problems.............	39	9	30	22	86
Improving:					
23. - classroom control and discipline......	22	9	21	48	58
24. - student motivation....................	22	6	26	46	61
25. Obtaining student background information.	30	10	22	38	69
26. Determining student needs/abilities......	19	13	24	44	62
27. Diagnosing learning difficulties.........	25	10	19	46	60
Professional					
Obtaining information on:					
28. - rights and responsibilities...........	31	4	5	60	45
29. - professional development/in-service...	39	6	13	42	65
30. - teacher evaluation/promotion/transfer.	34	3	4	59	46
31. - supervision/liability/negligence......	29	9	5	57	48
32. Resolving conflicts with colleagues......	19	5	6	70	33
33. Developing educational philosophy........	26	6	17	51	55
Administrative/Organizational					
Obtaining information on:					
34. - records/administrative procedures.....	25	14	12	49	57
35. - field-trips/excursions................	37	12	5	46	59
36. - budgeting/money control...............	26	9	16	49	57
37. - extra-curricula responsibilities......	30	7	10	53	53
38. Utilizing paraprofessionals/parents......	14	5	3	78	25
39. Interpreting policies/regulations........	29	13	13	45	62

[a] This means that 36 percent of teachers sought consultative assistance to the educational concern "Determining established school programs/standards" on 1-4 occasions.

The other area of interest on this Table already alluded to is that of the no response percentages. Concern number 38, "Utilizing paraprofessionals/parent volunteers" registered a 78 percent no response, "Resolving conflicts with colleagues" and "Utilizing kits, games and charts" both recorded a 70 percent no response, and "Planning and/or utilizing team-teaching techniques" a 69 percent level of no response.

Table 9 presents a per category analysis of the occasions on which consultative assistance was sought. In all categories, highest percentages were recorded in the "one to four occasions" classification. The general category for which assistance was sought on the greatest percentage frequency of occasions was "Counseling/Student Services" with 600 mentions or 26 percent of total mentions. For all 39 concerns taken collectively, 54 percent of assistance was sought on "one to four occasions," 18 percent on "five or more occasions," and 28 percent was classified as "recurring need."

Subproblem 1.4

"What additional educational concerns do teachers have for which they require consultative assistance?"

The item mentioned most commonly on five questionnaires, as shown in Table 10, concerned "class-size and/or pupil-teacher ratios" for which the occasions of seeking assistance were either "five or more" or "recurring need." The next most frequently mentioned item for which teachers sought help on either "one to four occasions" or "five or more occasions" was "Vocational guidance for students."

Table 9

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF OCCASIONS ON WHICH ASSISTANCE WAS SOUGHT BY 112 TEACHERS, BY GENERAL CATEGORIES

General Categories		Occasions									
		1-4 Occasions		5 or More Occasions		Recurring Need		Category Totals		No Response	
		f	%	f	%	f	%	f	%	f	%
Curriculum/Program		245	52[a]	95	19	144	29	493	21[b]	179	9
Instruction/Methodology		234	56	84	20	99	24	417	18	479	23
Specialist Equipment/ AV Technology		127	67	32	17	30	16	189	8	259	13
Counseling/Student Services		264	44	92	15	244	41	600	26	408	20
Professional		200	69	36	12	56	19	292	13	380	18
Administrative/ Organizational		180	58	68	22	65	20	313	14	359	17
Total Occasions	f	1,259		407		638		2,304[d]		2,064	
	%	54[c]		18		28		53[d]	100	47	

[a] This means that of the assistance sought in relation to the category "Curriculum/Program," 52 percent, or 245 of 493 mentions, were on 1-4 occasions.

[b] This means that 21 percent of the total occasions on which assistance was sought were within the general category "Curriculum/Program."

[c] This means that of the total occasions on which assistance was sought, 54 percent were on 1-4 occasions.

[d] This means that, across all categories, assistance was sought on 2,304 occasions (of the possible 4,368), or 53 percent of the maximum possible.

Table 10

ADDITIONAL EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS SOUGHT

Educational Concerns	f	Occasions	Consultant
Class/size/teacher-pupil ratios	5[a]	R, 5[b]	P, AP, DH[c]
Vocational guidance for students	4	5, 1	AP, C
Post-secondary education information	3	5, 1	AP, DH, C
Vandalism	2	R	P, AP
Medical/psychiatric opinion	2	5, 1	P, C
Materials/equipment purchase	2	5	DH
Total:	20		

[a] This means that on five occasions "class-size" and/or "pupil-teacher ratios" were mentioned as educational concerns, additional to the listed 39, for which consultative assistance had been sought.

[b] This means that the number of occasions on which such assistance was sought were indicated as either "recurring," or "5 or more."

[c] This means that the consultative personnel from whom such assistance was sought were the principal (P), an assistant principal (AP) and/or a department head (DH). C refers to Counselor.

Subproblem 1.5

"Do senior high school teachers' needs for consultative assistance fall predominantly within particular general categories of educational concerns?"

These category totals are also shown in Table 9. "Counseling/ Student Services" as a category far outnumbered all other categories with 600 individual mentions, or 26 percent of the total occasions on which assistance was sought. Category number 1, "Curriculum/Program," accounted for 21 percent of the total, followed by "Instruction/ Methodology" with 18 percent, "Administrative/Organizational" 14 percent, "Professional" 13 percent, and "Specialist Equipment/AV Technology" having 8 percent.

SUMMARY

The two general categories which represented teachers' greatest need for consultative assistance were "Counseling/Student Services" and "Curriculum/Program" in that order.

The educational concern for which the greatest percentage of teachers registered their need for consultative assistance was item number 21, "Dealing with tardiness and/or absenteeism"--a total of 83 percent. The next most common concern area for 78 percent of teachers was "Planning and/or utilizing evaluation procedures."

Teacher colleagues in the same school were the consultant classification most frequently consulted. They provided 31 percent of the total assistance sought, with department heads with 23 percent being the next most frequently named.

Internal consultative personnel were consulted considerably more often than were external consultative personnel--a difference of 91 percent to 9 percent.

The highest frequency of occasions of seeking consultative assistance was the classification "one to four occasions," which represented 54 percent of the total. "Five or more occasions" was the smallest percentage at 18 percent, while "recurring need" was 28 percent of the total occasions of seeking help.

"Class-size and/or pupil-teacher ratios" was the item most frequently mentioned as an additional area of concern for which consultative assistance had been sought.

Chapter 6

TEACHERS' THREE MOST IMPORTANT EDUCATIONAL CONCERNS AND LEVELS OF SATISFACTION WITH THE ASSISTANCE PROVIDED

Data obtained in Section C of the questionnaire and pertaining to the second Problem Statement are presented in this chapter.

"What are the three educational concerns for which teachers express greatest need for consultative assistance, and what levels of satisfaction are experienced in relation to the assistance provided?"

Subproblem 2.1

"For which three educational concerns do teachers experience the greatest need for consultative assistance?"

Unlike the responses to Section B of the questionnaire, not all of the 39 educational concerns were classified by teachers as being one of their three most important concerns. Six items received no mention whatsoever, and a further six recorded single mentions only (see Table 11).

The one concern which far outnumbered all others in frequency of response was item number 21, "Dealing with tardiness and/or absenteeism." Of the total assistance sought for the collective three most important concerns, 20.2 percent, reflecting 44 individual mentions, involved help in dealing with tardiness and absenteeism. The second most frequently mentioned concern statement, but reflecting only one-third the importance of the first, was "Determining

Table 11

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE THREE EDUCATIONAL CONCERNS FOR WHICH SENIOR HIGH SCHOOL TEACHERS FELT GREATEST NEED FOR CONSULTATIVE ASSISTANCE

Educational Concerns	The Most Important Educational Concerns f	%
Curriculum/Program		
Determining:		
1. - established school programs/standards.	15[a]	6.9
2. - teaching-time/subject allocation......	8	3.7
3. - expectations for student achievement..	7	3.2
4. - course objectives.....................	8	3.7
5. Developing course outlines...............	8	3.7
6. Selecting "best" instructional materials.	8	3.7
Instruction/Methodology		
Planning and/or utilizing:		
7. - evaluation procedures..................	12	5.5
8. - individualized instruction............	-	-
9. - small group instruction...............	1	.5
10. - team-teaching techniques...............	3	1.4
11. - problem-solving/inquiry techniques....	1	.5
12. - questioning techniques................	-	-
Determining "best":		
13. - techniques for content presentation...	6	2.8
14. - sequencing for content presentation...	1	.5
Specialist Equipment/AV Technology		
Selecting and/or:		
15. - operating specialist/AV equipment.....	4	1.8
16. - developing specialist/AV equipment....	-	-
17. Obtaining information on new equipment...	1	.5
18. Utilizing kits, games, charts............	-	-
Counseling/Student Services		
Developing and/or utilizing:		
19. - remedial programs and materials.......	4	1.8
20. - accurate reporting procedures.........	1	.5
Dealing with:		
21. - tardiness and/or absenteeism..........	44	20.2
22. - student personal problems.............	7	3.2
Improving:		
23. - classroom control and discipline......	9	4.1
24. - student motivation....................	13	6.0
25. Obtaining student background information.	1	.5
26. Determining student needs/abilities......	7	3.2
27. Diagnosing learning difficulties.........	2	.9
Professional		
Obtaining information on:		
28. - rights and responsibilities...........	5	2.3
29. - professional development/in-service...	-	-
30. - teacher evaluation/promotion/transfer.	2	.9
31. - supervision/liability/negligence......	5	2.3
32. Resolving conflicts with colleagues......	3	1.4
33. Developing educational philosophy........	2	.9
Administrative/Organizational		
Obtaining information on:		
34. - records/administrative procedures.....	7	3.2
35. - field-trips/excursions................	1	.5
36. - budgeting/money control................	11	5.0
37. - extra-curricula responsibilities......	4	1.8
38. Utilizing paraprofessionals/parents......	-	-
39. Interpreting policies/regulations........	7	3.2

---

[a] On 15 occasions, the educational concern "Determining established school programs/standards" was mentioned by teachers as being one of the three concerns for which they felt greatest need for consultative assistance. This represents 6.9 percent of the total consultative assistance sought for the three most important concerns.

established school programs/standards," with 15 mentions, or 6.9 percent of the total assistance sought. The concern statement with the third highest rating was number 7, "Planning and/or utilizing evaluation procedures," having a frequency of 12 and representing 5.5 percent of the total assistance sought.

As a category, "Curriculum/Program" had noticeably higher frequencies for each educational concern than had all other categories. However, the very high frequency on item number 21 in the "Counseling/Student Services" category raised the mean for that category to 9.7 percent against the mean for "Curriculum/Program" of 9 percent. Means for other categories were, respectively, "Administrative/Organizational" 5 percent, "Instruction/Methodology" 3 percent, "Professional" 2.8 percent, and "Specialist Equipment/AV Technology" 1 percent.

Subproblem 2.2

"What are the specific problems mentioned by teachers in relation to each of these three concerns?"

Table 12 provides a paraphrased and grouped listing of the individual specific problems mentioned by teachers in relation to 33 of the 39 educational concerns. Included in this table are the occasions on which assistance was sought for each particular Problem Statement and the consultative personnel approached for such help. The range of variety and inflection of these statements is very diverse. Some have an obvious and direct connection to the particular educational concern, while the connection for others is more subtle. The two most frequently mentioned "other" concerns--additional to the

Table 12

SPECIFIC PROBLEMS WITHIN THE THREE EDUCATIONAL CONCERNS FOR WHICH TEACHERS FELT GREATEST NEED FOR CONSULTATIVE ASSISTANCE

Educational Concerns	Occasions	Consultant
1. "Determining established school programs/standards"		
- course content/evaluation/methodology	R, 5[a]	AP, DH, TC[b]
- teaching assignments	5	P, AP
- student expectations	R	AP, DH, TC
- student/teacher timetables	5	AP, DH, TC
- attendance policy	R	P, AP, DH
- ascertaining teacher/student behavioral boundaries/ expectations	5, 1	P, AP, TC, DH
- feeling the school "climate"	5	DH, TC
2. "Determining teaching time/subject allocation"		
- class-size/teaching allocation	R, 5	P, AP, DH, TC
- assignment and qualifications/experience	5	P, AP, DH
- individualized programs/instruction	R, 5	AP, DH, TC
- noon-time/after hours instruction	R, 5	P, AP, DH
- venue/supplies	5	DH, TC, L
- pupil-teacher ratios	R, 5	P, AP, DH, TC
3. "Determining expectations for student achievement"		
- student motivation	R	AP, DH, TC, C
- variability between subjects	R	AP, DH, TC, C
- study habits	R, 5	TC, C, L
- achievement vs. ability	R	P, AP, DH, TC, C
- what do marks indicate?	R	P, AP, DH, TC
- attendance and achievement	R, 5	P, AP, DH, TC
- expectations of administration	R	P, AP
4. "Determining course objectives"		
- relevance of content to vocational choices	R, 5	P, AP, DH, TC, C
- involvement of students	R	AP, TC, DH
- content--local/national/international	R	TC, DH
- achievement expectations	R, 5	AP, DH, TC
- work/study time allocation	R, 5	DH, TC, C, L
5. "Developing course outlines"		
- time allocation	R, 5	DH, TC
- sequencing content	R	DH, TC
- evaluation procedures/weighting	R, 5	DH, TC
- selection of materials/references	R, 5	DH, TC, L
- balance with other courses	5	DH, TC, L, C
6. "Selecting 'best' instructional materials"		
- sharing teacher-prepared materials	R	TC
- procurement of resources	R	TC, DH, L, AP
- developing packages	5	TC, L
- modifying range of resources/materials	5	TC, L
7. "Planning and/or utilizing evaluation procedures"		
- consistency/appropriateness	R	AP, DH, TC
- development of/modification to tests	R	DH, TC
- lack of continuity	R, 5	DH, TC, L
- standards--local/provincial/national	R	AP, DH, TC
- evaluation policy	R	P, AP, DH, TC, C
- evaluation philosophy	5	P, AP, DH
- use of results	R	AP, DH, TC
- reporting procedures	R, 5	AP, DH, TC, C
9. "Planning and/or utilizing small-group instruction"		
- classroom control	5	TC
- variable group progress	R	DH, TC
10. "Planning and/or utilizing team-teaching techniques"		
- cooperation/real sharing	R, 5	TC, DH
- rapport competition with students	5	TC
- evaluation standards/expectations	R	TC, DH
11. "Planning and/or utilizing problem solving/inquiry discovery techniques"		
- methods	R, 5	DH, TC
- motivation	R	DH, TC

Table 12 (Continued)

Educational Concerns	Occasions	Consultant
13. "Determining 'best' techniques for content presentation"		
- materials selection	R	TC, DH, L
- sequencing	R, 5	DH, TC
- practical application	5	TC, L
- assignment length/homework	5	TC
- specific topics	5	TC, DH, L
14. "Determining 'best' sequencing for content presentation"		
- multi-media usage	R	DH, TC, L
- materials/resources availability	R, 5	DH, TC, L
15. "Selecting and/or operating specialist/AV equipment"		
- equipment breakdown	5	TC, L
- upgrading/replacement	R	AP, DH, TC, L
17. "Obtaining information on new specialist/AV equipment"		
- operating procedures	5	L, TC
- maintenance procedures	5	L, TC
19. "Developing and/or utilizing remedial programs and materials"		
- diagnosis procedures	R	C, DH, TC
- student priority	5	DH, TC, C
- time to serve student	R	AP, DH, TC, C
- methods of presentation	R	DH, TC, C
- resource/equipment procurement	R	AP, DH, L
20. "Developing and/or utilizing accurate reporting procedures"		
- conflict over universality/suitability	R	P, AP, DH, TC
- justification for methods used	R	AP, DH, TC
- relationship between academic and practical skills	R	AP, DH, TC, C
21. "Dealing with tardiness and/or absenteeism"		
- school policies need revision	R	P, AP, DH, C
- inconsistency by teachers and administration	R	P, AP, C
- legitimate vs. illegitimate reasons	R	AP, DH, TC, C
- parent responsibility	R	P, AP, C
- administrative vacillation/indecision	R	P, AP, DH, C, BC
- inability to develop solution	R	P, AP, TC, DH, C
- teacher helplessness/student arrogance	R, 5	P, AP, TC, DH, C
- feedback--absence/inadequacy	R, 5	P, AP, C
- flagrant student abuse of established school policies	R	P, AP, DH, TC, C
- apparent inability to improve a depressing situation	R	P, AP, C, OS
- how to have consistency with individual consideration	R	P, AP, TC, C
- student attitudes	R	AP, C
- teacher attitudes	R	AP, P, TC, OS
- student motivation	R	AP, TC, C
22. "Dealing with student personal problems"		
- lack of information	R	P, AP, TC, DH, C, BC
- inaccurate information	R, 5	P, AP, DH, TC, C
- personal vs. school related problems	5	AP, C
- student attitudes	R	TC, C
- self-image, hang-ups, romances	R	TC, C
- academic progress	R, 5	DH, TC, C
- home environment	R, 5	AP, TC, C
- health problems and school work	R, 5	DH, C
- vocational guidance	5, 1	DH, C, TC
23. "Improving classroom control and discipline"		
- negative student attitudes	R	C, AP
- getting respect/keeping control	R, 5	AP, DH, TC, C
- classroom protocol	R	AP, DH, TC, C
- determining/maintaining a learning environment	5	TC
- noisy individuals	5	TC, C
24. "Improving student motivation"		
- developing attitude change	R	DH, TC, C
- penalties for tardiness/absenteeism	R, 5	TC, C
- developing and maintaining interest	R	DH, TC, C, L, OS
- relating school to job market	R, 5	CI, C
- improving student participation	R, 5	TC, DH, L

Table 12 (Continued)

Educational Concerns	Occasions	Consultant
25. "Obtaining adequate student background information"		
- danger of misuse	5, 1	AP, C
- maintaining confidentiality	5	TC, C
- availability and accuracy	R, 1	AP, C, DH
26. "Determining the needs and abilities of individual students"		
- assessment methods	R, 1	TC, C
- ascertaining areas of competence	R, 5	TC, C
- continual problem	R	AP, C
- reasons for certain behavior	5	C
- home support	5	C
27. "Diagnosing learning difficulties"		
- insufficient time to work with individual students	R	AP, DH
- majority of students should be assessed	5	C
28. "Obtaining information on legal/professional rights and responsibilities"		
- work-load/hours of teaching	R	P, AP, DH
- class size/pupil-teacher ratios	R	AP, P, DH, TC
- extent of legal responsibility	R, 5	P, AP, BC
30. "Obtaining information on teacher evaluation, promotion, transfer, sabbatical applications"		
- undesirable staff allocation	5	BC
- performance evaluation	R, 5, 1	BC
- promotion opportunities	5	BC
- late transfer effects	1	BC
31. "Obtaining information on supervision, liability and/or negligence concerns"		
- conflict with parents	1	P, AP, BC
- vandalism in hallways	5, 1	P, AP
- drug-dealing by non-students	1	P, BC
- definition of negligence	5	P
32. "Resolving conflicts with colleagues"		
- lack of faculty cooperation	R, 5	AP, DH
- inaccessibility of principal	5	AP, DH, C
- petty jealousies/competitiveness	R	AP, DH, C, TC
33. "Developing educational philosophy"		
- assessing suitability of specific programs	R, 5	P, AP, TC
- determining effectiveness of education	R	P, AP, DH
- continuing to ask why, how, etc.	R	P, AP
34. "Obtaining information on records, filing, administrative procedures"		
- procedures unclear or incomplete	5, 1	AP
- no procedure for certain problems	5	P, AP
35. "Obtaining information on field-trips/excursions"		
- actual responsibility/liability	5	P, AP
- organizational details	R	P, AP
36. "Obtaining information on budgeting/money control"		
- school-based budgeting	5, 1	P, AP
- lack of clear criteria/procedures	R	P, AP
- increased allocation	R	P
- absence of clear policy	R	P, AP, DH
37. "Obtaining information on extra-curricula responsibilities"		
- contract boundaries	R	P, BC
- tardy colleagues	R, 5	P, AP, DH
- role of non-teaching staff	5	P, AP
39. "Interpreting school regulations, policies and guidelines"		
- more time for policy-making	R	P, AP
- clarification of regulations/policies/guidelines	R	P, AP
- need to update regulations/policies/guidelines	R	P, AP

---

[a] The specific problems "course content/evaluation/methodology," within the educational concern "Determining established school programs/standards," was sought on "recurring" and "five or more" occasions.

[b] The personnel consulted were an assistant principal, a department head, and/or a teacher colleague.

listed 39--regarding "class size/pupil-teacher ratios" and "student vocational guidance"--have both been included as specific problems within concern statements number 2, "Determining teaching-time/subject allocation," and number 22, "Dealing with student personal problems," respectively.

A sample of specific problems within the three most common educational concerns, as outlined above, is as follows:

"Dealing with tardiness and/or absenteeism"

- policies need revision;
- inability to achieve solutions to the problem;
- teacher helplessness and student arrogance;
- flagrant student abuse of established school policies;
- administrative vacillation/indecision;
- consistency with individual consideration.

"Determining established school programs/standards"

- course content/evaluation/methodology;
- teaching assignments;
- student/teacher timetables;
- attendance policy;
- ascertaining teacher/student behavioral boundaries/ expectations;
- feeling the school "climate."

"Planning and/or utilizing evaluation procedures"

- consistency/appropriateness;
- development/modification of tests;
- lack of continuity;
- evaluation policy;

- evaluation philosophy;
- reporting procedures.

Subproblems 2.3 and 2.3.1

"With what frequency is consultative assistance sought for these three most important educational concerns?" and "To what extent do teachers experience recurring needs for assistance in relation to these three educational concerns?"

The same three classifications for determining the frequency of seeking consultative assistance were used--"one to four occasions," "five or more occasions," and "recurring need." An analysis of the assistance sought for each of the educational concerns is provided in Table 13.

The high-frequency response concerns for which assistance was sought on "one to four occasions" include: "Determining established school programs/standards" 33 percent, "Determining teaching-time/subject allocation" 29 percent, "Dealing with tardiness and/or absenteeism" and "Planning and/or utilizing evaluation procedures" both 28 percent, "Developing course outlines" 24 percent, and "Determining course objectives" and "Improving student motivation each 20 percent of teacher responses.

The high-frequency responses for the "recurring need" classification are noteworthy in that the majority of these concerns were so rated by over 50 percent of teachers: "Determining expectations for student achievement" 73 percent, "Planning and/or utilizing evaluation procedures" 72 percent, "Selecting 'best' instructional materials" and "Dealing with student personal problems"

Table 13

FREQUENCY AND PERCENTAGE FREQUENCY OF THE OCCASIONS ON WHICH TEACHERS SOUGHT CONSULTATIVE ASSISTANCE FOR THE THREE MOST IMPORTANT CONCERNS FOR WHICH THEY FELT GREATEST NEED

Educational Concerns	Occasions			
	1-4 Occasions	5 or More Occasions	Recurring Need	
	%	%	%	f
Curriculum/Program				
Determining:				
1. - established school programs/standards.	33[a]	17	50	24
2. - teaching-time/subject allocation......	29	21	50	14
3. - expectations for student achievement..	27	-	73	11
4. - course objectives.....................	20	27	53	15
5. Developing course outlines..............	24	35	41	17
6. Selecting "best" instructional materials.	15	15	70	13
Instruction/Methodology				
Planning and/or utilizing:				
7. - evaluation procedures.................	28	-	72	18
8. - individualized instruction............	-	-	-	-
9. - small group instruction...............	-	100	-	3
10. - team-teaching techniques..............	25	75	-	4
11. - problem-solving/inquiry techniques....	-	100	-	1
12. - questioning techniques................	-	-	-	-
Determining "best":				
13. - techniques for content presentation...	36	9	55	11
14. - sequencing for content presentation...	-	67	33	3
Specialist Equipment/AV Technology				
Selecting and/or:				
15. - operating specialist/AV equipment.....	20	20	60	5
16. - developing specialist/AV equipment....	-	-	-	-
17. Obtaining information on new equipment...	100	-	-	2
18. Utilizing kits, games, charts............	-	-	-	-
Counseling/Student Services				
Developing and/or utilizing:				
19. - remedial programs and materials.......	29	-	71	7
20. - accurate reporting procedures.........	-	-	100	3
Dealing with:				
21. - tardiness and/or absenteeism..........	28	13	59	75
22. - student personal problems.............	15	15	70	13
Improving:				
23. - classroom control and discipline......	33	17	50	12
24. - student motivation....................	20	15	65	20
25. Obtaining student background information.	100	-	-	1
26. Determining student needs/abilities......	27	27	46	11
27. Diagnosing learning difficulties.........	25	-	75	4
Professional				
Obtaining information on:				
28. - rights and responsibilities...........	75	13	12	8
29. - professional development/in-service...	-	-	-	-
30. - teacher evaluation/promotion/transfer.	25	50	25	4
31. - supervision/liability/negligence......	86	-	12	8
32. Resolving conflicts with colleagues......	17	67	16	6
33. Developing educational philosophy........	-	-	100	4
Administrative/Organizational				
Obtaining information on:				
34. - records/administrative procedures.....	20	30	50	10
35. - field-trips/excursions................	100	-	-	2
36. - budgeting/money control...............	29	18	53	17
37. - extra-curricula responsibilities......	71	-	29	7
38. Utilizing paraprofessionals/parents......	-	-	-	-
39. Interpreting policies/regulations........	40	40	20	10

[a] This means that 33 percent of the 24 teachers seeking consultative assistance for the educational concern "Determining established school programs/standards" as one of their three most important concerns did so on one-to-four occasions.

both 70 percent, and "Improving student motivation" 65 percent of teacher responses.

When these data pertaining to individual concerns were collapsed to general categories, interesting results were obtained. For three of the categories the percentage for "recurring need" was more than twice that registered for "one to four occasions." These three categories were "Curriculum/Program," "Instruction/Methodology," and "Counseling/Student Services." For two others of the general categories--"Specialist Equipment/AV Technology" and "Administrative/Organizational"--the percentages for these two polar classifications were equal at 43/43 and 39/39, respectively, and for the sixth category, "Professional," the percentage for the "one to four" classification approximately doubled that for the "recurring need" classification (50 percent as compared to 27 percent). When all categories were summed, however, the "recurring need" classification (52 percent) rated considerably higher than the "one to four" classification (30 percent), and the "five or more" classification (18 percent). These data are presented in Table 14.

While 83 percent of teachers rated "Dealing with tardiness and/or absenteeism" as, collectively, their greatest common concern, only 59 percent classified it as one for which they experienced a "recurring need."

Subproblem 2.4

"Who is the one consultant most frequently consulted by teachers for each of their three most important educational concerns?"

Teachers were asked to indicate the one consultant from whom

Table 14

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE OCCASIONS ON WHICH TEACHERS SOUGHT ASSISTANCE FOR THEIR THREE MOST IMPORTANT EDUCATIONAL CONCERNS, BY GENERAL CATEGORY

General Categories		Occasions							
		1-4 Occasions		5 or More Occasions		Recurring Need		Category Totals	
		f	%	f	%	f	%	f	%
Curriculum/Program		24	26[a]	19	20	51	54	94[b]	26[b]
Instruction/ Methodology		10	25	10	25	20	50	40	11
Specialist Equipment/ AV Technology		3	43	1	14	3	43	7	2
Counseling/ Student Services		38	26	20	14	88	60	146	40
Professional		15	50	7	23	8	27	30	8
Administrative/ Organizational		18	39	10	22	18	39	46	13
Occassions Totals	f	108		67		188		363	100
	%	30[c]		18		52		100	

[a] This means that 26 percent, or 24 of the 94 mentions, of the assistance sought within the general category "Curriculum/Program" was on one-to-four occasions.

[b] This means that 26 percent of the total occasions on which assistance was sought was for the general category "Curriculum/Program."

[c] Assistance sought on one-to-four occasions accounted for 30 percent of the total assistance provided.

most consultative assistance was sought for each of their three most important concerns. Table 15 gives details of the percentage frequency distributions of that data. Once again, only the high-frequency response items are discussed. For educational concern number 1, "Determining established school programs/standards," 38 percent of all assistance sought was provided by department heads, with assistant principals providing a further 33 percent, principals 21 percent, and teacher colleagues 8 percent.

The highest frequency item was "Dealing with tardiness and/or absenteeism": for this item, 59 percent of assistance was provided by assistant principals, 15 percent by principals, 12 percent by teacher colleagues, 9 percent by counselors, and 5 percent by department heads. As seen in earlier tables, the high frequency responses predominate in the "Curriculum/Program" and "Counseling/Student Services" categories.

Within the "Curriculum/Program" category, senior high school teachers sought from their same-school teacher colleagues 76 percent of the total assistance provided for "Developing course outlines," 69 percent of the total for "Selecting 'best' instructional materials," 40 percent of the total for "Developing course objectives," and 37 percent of the total assistance provided for "Determining expectations for student achievement." In addition, for the same category items, teachers sought from their department heads 36 percent of their needed assistance for "Determining teaching-time/subject allocation," 38 percent for "Determining established school programs/standards," 33 percent for "Determining course objectives," 27 percent for "Determining expectations for student achievement," and 24 percent

Table 15

PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES OF THE THREE EDUCATIONAL CONCERNS FOR WHICH THEY EXPERIENCED GREATEST NEED FOR CONSULTATIVE ASSISTANCE, BY THE ONE REFERENT MOST FREQUENTLY CONSULTED

Educational Concerns	Consultative Personnel										
	Internal %						External %				
	Principal	Assistant Principal	Department Head	Teacher Colleague	Counselor	Librarian	Teachers in Other Schools	E.P.S.B. Consultant	Prov. Dept. of Ed. Pers.	Comm./Ind./Bus. Pers.	f
Curriculum/Program											
Determining:											
1. - established school programs/standards.	21[a]	33	38	8	-	-	-	-	-	-	24
2. - teaching-time/subject allocation......	43	21	36	-	-	-	-	-	-	-	14
3. - expectations for student achievement..	18	9	27	37	9	-	-	-	-	-	11
4. - course objectives.....................	7	7	33	40	-	-	6	7	-	-	15
5. Developing course outlines..............	-	-	24	76	-	-	-	-	-	-	17
6. Selecting "best" instructional materials.	-	8	-	69	-	23	-	-	-	-	13
Instruction/Methodology											
Planning and/or utilizing:											
7. - evaluation procedures.................	-	11	22	67	-	-	-	-	-	-	18
8. - individualized instruction............	-	-	-	-	-	-	-	-	-	-	-
9. - small group instruction...............	-	-	-	100	-	-	-	-	-	-	3
10. - team-teaching techniques..............	-	-	25	75	-	-	-	-	-	-	4
11. - problem-solving/inquiry techniques....	-	-	100	-	-	-	-	-	-	-	1
12. - questioning techniques................	-	-	-	-	-	-	-	-	-	-	-
Determining "best":											
13. - techniques for content presentation...	-	-	-	82	-	-	9	9	-	-	11
14. - sequencing for content presentation...	-	-	33	67	-	-	-	-	-	-	3
Specialist Equipment/AV Technology											
Selecting and/or:											
15. - operating specialist/AV equipment.....	-	-	40	40	-	20	-	-	-	-	5
16. - developing specialist/AV equipment....	-	-	-	-	-	-	-	-	-	-	-
17. Obtaining information on new equipment...	-	-	100	-	-	-	-	-	-	-	2
18. Utilizing kits, games, charts............	-	-	-	-	-	-	-	-	-	-	-
Counseling/Student Services											
Developing and/or utilizing:											
19. - remedial programs and materials.......	-	14	-	72	-	-	-	14	-	-	7
20. - accurate reporting procedures.........	-	-	-	-	100	-	-	-	-	-	3
Dealing with:											
21. - tardiness and/or absenteeism..........	15	59	5	12	9	-	-	-	-	-	76
22. - student personal problems.............	8	30	-	8	54	-	-	-	-	-	13
Improving:											
23. - classroom control and discipline......	-	58	17	17	8	-	-	-	-	-	12
24. - student motivation....................	5	5	40	30	20	-	-	-	-	-	20
25. Obtaining student background information.	-	-	-	-	100	-	-	-	-	-	1
26. Determining student needs/abilities......	-	-	18	36	46	-	-	-	-	-	11
27. Diagnosing learning difficulties.........	-	50	25	-	-	-	-	25	-	-	4
Professional											
Obtaining information on:											
28. - rights and responsibilities...........	-	38	25	37	-	-	-	-	-	-	8
29. - professional development/in-service...	-	-	-	-	-	-	-	-	-	-	-
30. - teacher evaluation/promotion/transfer.	-	25	25	-	-	-	-	50	-	-	4
31. - supervision/liability/negligence......	50	25	-	13	-	-	-	12	-	-	8
32. Resolving conflicts with colleagues......	17	33	33	17	-	-	-	-	-	-	6
33. Developing educational philosophy........	-	25	75	-	-	-	-	-	-	-	4
Administrative/Organizational											
Obtaining information on:											
34. - records/administrative procedures.....	40	30	30	-	-	-	-	-	-	-	10
35. - field-trips/excursions................	50	50	-	-	-	-	-	-	-	-	2
36. - budgeting/money control...............	23	12	47	-	-	-	-	18	-	-	17
37. - extra-curricula responsibilities......	43	43	-	14	-	-	-	-	-	-	7
38. Utilizing paraprofessionals/parents......	-	-	-	-	-	-	-	-	-	-	-
39. Interpreting policies/regulations........	30	50	20	-	-	-	-	-	-	-	10

[a] This means that 21 percent of all consultative assistance sought for the educational concern "Determining established school programs/standards," as one of the three for which teachers felt greatest need, was sought from the principal.

for "Developing course outlines."

In the "Counseling/Student Services" category, teachers sought 59 percent of their needed assistance for "Dealing with tardiness and/or absenteeism" from assistant principals, 58 percent for "Improving classroom control and discipline" from assistant principals, and 54 percent of help for "Dealing with student personal problems" from counselors. The 40 percent of assistance requested for "Improving student motivation" was provided by department heads. Department heads also provided 75 percent of the assistance needed for "Developing educational philosophy," and 47 percent of advice sought in relation to budgeting and money control.

When comparing the base line of Table 16 with the base line of Table 6, the frequency of teacher interaction with the assistant principal is noticeably changed. As one of all consultative personnel approached in relation to all 39 problems, the assistant principal was third after teacher colleagues and department heads, in that order. However, as the one consultant most frequently consulted by teachers in relation to their three most important concerns, the actual frequency of consultative interaction with the assistant principal was one greater at 99 than was that for the teacher colleague at 98. The consultant classification providing the most consultative assistance to senior high school teachers in relation to their three most important educational concerns was the assistant principal at 27 percent of the total. At virtually the same level was the teacher colleague (same school) classification also at 27 percent, followed by the department head at 21 percent, principal 13 percent, counselor 8 percent, and librarian 1 percent. The only two external consultant classifications

Table 16

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE ASSISTANCE PROVIDED BY ALL* CONSULTANTS FOR TEACHERS' THREE MOST IMPORTANT EDUCATIONAL CONCERNS, BY GENERAL CATEGORY

General Categories	Consultative Personnel																	
	Internal												External					
	Principal		Assistant Principal		Department Head		Teacher Colleague		Counselor		Librarian		Teachers in Other Schools		E.P.S.B. Consultant		Category Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Curriculum/Program	14	15[a]	14	15	26	28	34	36	1	1	3	3	1	1	1	1	94	27[b]
Instruction/ Methodology	-	-	2	5	7	18	29	73	-	-	-	-	1	3	1	3	40	11
Specialist Equipment/ AV Technology	-	-	-	-	4	57	2	29	-	-	1	14	-	-	-	-	7	2
Counseling/ Student Services	13	9	60	41	17	12	27	18	28	19	-	-	-	-	2	1	147	40
Professional	5	17	9	30	8	27	5	17	-	-	-	-	-	-	3	10	30	8
Administrative/ Organizational	15	33	14	30	13	28	1	2	-	-	-	-	-	-	3	7	46	13
Consultant Totals f	47		99		75		98		29		4		2		10		364	100
Consultant Totals %	13[c]		27		21		27		8		1		1		3		100	

[a] This means that 15 percent, or 14 of the 94 mentions, of assistance sought within the general category "Curriculum/Planning" was provided by the principal.

[b] This means that 27 percent of the total assistance provided by all consultative personnel was within the general category "Curriculum/Planning."

[c] This means that the principal provided 13 percent of the total assistance.

*No assistance was provided to teachers for their three most important concerns by either Provincial Department of Education personnel or Community/Industrial/Business personnel.

which featured as providers of assistance for teachers' most important concerns were teachers in other schools, 1 percent only, and the Edmonton Public School Board consultants at 3 percent only.

Subproblem 2.4.1

"Do teachers seek consultative assistance for their three most important educational concerns predominantly from internal or external consultative personnel?"

As was the case with Problem Statement number 1, where teachers could nominate all personnel consulted in relation to all concern statements, internal consultants were again strongly preferred over external consultants when teachers nominated the one most frequently consulted person in relation to their three most important concerns.

An item-by-item analysis of such provision occurs in Table 17, where responses have been summed into the two internal/external classifications. For only 7 of the 39 educational concerns did teachers seek assistance from external consultants, and in only one instance did this constitute 25 percent of the total assistance sought. Further, for the majority of the high-response items, external consultants were not approached at all. External personnel provided 18 percent of the total assistance for the concern "Determining course objectives," 18 percent for "Determining 'best' techniques for content presentation," and 18 percent for "Obtaining information on budgeting/ money control." As can be seen in Table 16, only two of the four external consultant classifications recorded mentions, and one of these--"teachers in other schools"--in two general categories only.

Table 17

PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT CONSULTATIVE ASSISTANCE PROVIDED BY INTERNAL AND EXTERNAL CONSULTATIVE PERSONNEL IN RELATION TO THE EDUCATIONAL CONCERNS FOR WHICH THEY FELT GREATEST NEED

Educational Concerns	Internal Consultative Personnel	External Consultative Personnel	
	%	%	f
Curriculum/Program			
Determining:			
1. - established school programs/standards	100[a]	-	24
2. - teaching-time/subject allocation	100	-	14
3. - expectations for student achievement	100	-	11
4. - course objectives	87	13	15
5. Developing course outlines	100	-	17
6. Selecting "best" instructional materials	100	-	13
Instruction/Methodology			
Planning and/or utilizing:			
7. - evaluation procedures	100	-	18
8. - individualized instruction	-	-	-
9. - small group instruction	100	-	3
10. - team-teaching techniques	100	-	4
11. - problem-solving/inquiry techniques	100	-	1
12. - questioning techniques	-	-	-
Determining "best":			
13. - techniques for content presentation	82	18	11
14. - sequencing for content presentation	100	-	3
Specialist Equipment/AV Technology			
Selecting and/or:			
15. - operating specialist/AV equipment	100	-	5
16. - developing specialist/AV equipment	-	-	-
17. Obtaining information on new equipment	100	-	2
18. Utilizing kits, games, charts	-	-	-
Counseling/Student Services			
Developing and/or utilizing:			
19. - remedial programs and materials	86	14	7
20. - accurate reporting procedures	100	-	3
Dealing with:			
21. - tardiness and/or absenteeism	100	-	76
22. - student personal problems	100	-	13
Improving:			
23. - classroom control and discipline	100	-	12
24. - student motivation	100	-	20
25. Obtaining student background information	100	-	1
26. Determining student needs/abilities	100	-	11
27. Diagnosing learning difficulties	75	25	4
Professional			
Obtaining information on:			
28. - rights and responsibilities	100	-	8
29. - professional development/in-service	-	-	-
30. - teacher evaluation/promotion/transfer	50	50	4
31. - supervision/liability/negligence	88	12	8
32. Resolving conflicts with colleagues	100	-	6
33. Developing educational philosophy	100	-	4
Administrative/Organizational			
Obtaining information on:			
34. - records/administrative procedures	100	-	10
35. - field-trips/excursions	100	-	2
36. - budgeting/money control	82	18	17
37. - extra-curricula responsibilities	100	-	7
38. Utilizing paraprofessionals/parents	-	-	-
39. Interpreting policies/regulations	100	-	10
			364

[a] This means that 100 percent of the 24 responses about the provision of consultative assistance for the educational concern "Determining established school programs/standards" was by internal consultative personnel.

In terms of total frequency, the Edmonton Public School Board consultants provided relatively little assistance, with only 3 percent of the total.

Subproblem 2.5

"What level of satisfaction is experienced by teachers in relation to the consultative assistance provided for their three most important concerns?"

Teachers were asked to rate the consultative assistance provided for their three most important concerns as either: (1) very satisfactory, (2) satisfactory, or (3) unsatisfactory.

Over all 39 educational concerns, as shown in Table 18, the majority of high-frequency response items recorded highest percentages in the "satisfactory" classification. However, for concern statement number 1, "Determining established school programs/standards," the "very satisfactory" rating was appreciably greater, at 46 percent, than the "satisfactory" rating at 36 percent, with a further 18 percent of respondents registering an "unsatisfactory" rating of the assistance provided. For "Developing course outlines" and "Selecting 'best' instructional materials," all respondents rated the assistance provided as "satisfactory" or "very satisfactory."

The high-frequency response items which had the highest "unsatisfactory" ratings included "Dealing with tardiness and/or absenteeism," unsatisfactory for 37 percent; and "Improving student motivation," similarly unsatisfactory for 37 percent of respondents. Two other concerns for which approximately one-quarter of the responding teachers found the assistance provided to be unsatisfactory

Table 18

PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES OF THE LEVEL OF SATISFACTION EXPERIENCED IN RELATION TO THE CONSULTATIVE ASSISTANCE PROVIDED FOR THE THREE EDUCATIONAL CONCERNS FOR WHICH THEY FELT GREATEST NEED

Educational Concerns	Satisfaction %			
	Very Satisfactory	Satisfactory	Unsatisfactory	f
Curriculum/Program				
Determining:				
1. - established school programs/standards.	46[a]	36	18	22
2. - teaching-time/subject allocation......	33	42	25	12
3. - expectations for student achievement..	-	73	27	11
4. - course objectives....................	20	60	20	15
5. Developing course outlines..............	24	76	-	17
6. Selecting "best" instructional materials.	46	54	-	13
Instruction/Methodology				
Planning and/or utilizing:				
7. - evaluation procedures.................	28	61	11	18
8. - individualized instruction............	-	-	-	-
9. - small group instruction...............	100	-	-	3
10. - team-teaching techniques.............	50	50	-	4
11. - problem-solving/inquiry techniques....	-	-	100	1
12. - questioning techniques...............	-	-	-	-
Determining "best":				
13. - techniques for content presentation...	36	64	-	11
14. - sequencing for content presentation...	33	67	-	3
Specialist Equipment/AV Technology				
Selecting and/or:				
15. - operating specialist/AV equipment.....	20	40	40	5
16. - developing specialist/AV equipment....	-	-	-	-
17. Obtaining information on new equipment...	-	-	-	-
18. Utilizing kits, games, charts...........	-	-	-	-
Counseling/Student Services				
Developing and/or utilizing:				
19. - remedial programs and materials.......	17	66	17	6
20. - accurate reporting procedures.........	100	-	-	3
Dealing with:				
21. - tardiness and/or absenteeism..........	22	41	37	73
22. - student personal problems.............	30	60	10	10
Improving:				
23. - classroom control and discipline......	8	84	8	12
24. - student motivation...................	10	53	37	19
25. Obtaining student background information.	100	-	-	1
26. Determining student needs/abilities......	-	90	10	10
27. Diagnosing learning difficulties.........	25	50	25	4
Professional				
Obtaining information on:				
28. - rights and responsibilities...........	25	25	50	8
29. - professional development/in-service...	-	-	-	-
30. - teacher evaluation/promotion/transfer.	-	50	50	4
31. - supervision/liability/negligence......	-	63	37	8
32. Resolving conflicts with colleagues......	17	17	66	6
33. Developing educational philosophy........	-	100	-	4
Administrative/Organizational				
Obtaining information on:				
34. - records/administrative procedures.....	33	33	33	9
35. - field-trips/excursions...............	50	50	-	2
36. - budgeting/money control..............	21	72	7	14
37. - extra-curricula responsibilities......	71	-	29	7
38. Utilizing paraprofessionals/parents......	-	-	-	-
39. Interpreting policies/regulations........	22	45	33	9

[a] Of the 22 responses given in relation to consultative assistance provided for the educational concern "Determining established school programs/standards," 46 percent were rated as "very satisfactory."

were "Determining expectations for student achievement," 27 percent; and "Determining teaching-time/subject allocation," 25 percent.

Subproblem 2.5.1

"Where the assistance provided is rated as unsatisfactory, what are the reasons given by teachers?"

The 23 reasons provided have been paraphrased and grouped, and appear in Table 19. Over one-third of the reasons given fall within two statements: "Not enough time to deal with the whole problem" and "No obvious solution to the problem." Other comments included a perceived lack of support from the school's administration, insufficient resources, and inconsistent and/or "too flexible" administrative policies.

Subproblem 2.6 and 2.6.1

"What relationship exists between the level of satisfaction experienced by teachers and the consultative personnel providing it?" and "Are teachers generally more satisfied with the assistance provided by internal or external consultative personnel?"

A cross-tabulation of consultative personnel with the six general categories of educational concerns is presented in Table 20. Because of the relatively small frequencies involved, the two positive classifications of "very satisfactory" and "satisfactory" have been combined. Thus, for each consultant classification, there is a frequency of the ratings of "satisfactory" or "unsatisfactory" in relation to each of the general categories. In only two instances was the "unsatisfactory" frequency larger than the corresponding "satisfactory" frequency, and in both instances this was in relation

Table 19

FREQUENCY OF OPINIONS AS TO WHY CONSULTATIVE ASSISTANCE PROVIDED WAS UNSATISFACTORY

Opinion	f
Not enough time to deal with the whole problem.	5
No obvious solution to the problem.	4
Inadequate support from school administration.	3
Insufficient resources to solve the problem.	3
Administrative policies are too flexible and/or inconsistent.	3
Differing values and opinions make resolution almost impossible.	2
Literal interpretation of policies without regard for individual differences.	1
Some problems--like absenteeism and motivation--are not easy to solve.	1
Insufficient time and resources to make accurate assessment of the problem.	1
Total:	23

Table 20

FREQUENCY DISTRIBUTIONS OF TEACHER RATINGS OF THE ASSISTANCE PROVIDED BY GENERAL CATEGORIES OF ALL CONSULTATIVE PERSONNEL

General Categories	Consultative Personnel																Category Totals				
	Internal												External								
	Principal		Assistant Principal		Department Head		Teacher Colleague		Counselor		Librarian		Teachers in Other Schools		E.P.S.B. Consultant						
	Sat.	Un-Sat.	Sat.	Un-Sat.	Sat.	Un-Sat.	Sat.	Un-Sat.	Sat.	Un-Sat.	Sat.	Un-Sat.	Sat.	Un-Sat.	Sat.	Un-Sat.					
	f		f		f		f		f		f		f		f		f		%		
Curriculum/Program	10[a]	5	10	3	19	6	32	2	1	-	3	-	1	-	1	-	77[b]	16	22	5	27[d]
Instruction/ Methodology	-	-	2	-	6	1	27	-	-	-	-	-	1	1	1	1	37	3	10	1	11
Specialist Equipment/ AV Technology	-	-	-	-	-	2	2	-	-	-	1	-	-	-	-	-	3	2	1	1	2
Counseling/ Student Services	8	4	37	19	7	10	25	-	21	5	-	-	-	-	1	1	99	39	29	11	40
Professional	2	4	4	4	2	4	4	-	-	-	-	-	-	-	2	1	14	13	4	4	8
Administrative/ Organizational	9	3	9	4	12	1	-	1	-	-	-	-	-	-	2	-	32	9	9	3	12
Consultants Totals f	29[c]	16	62	30	46	24	90	3	22	5	4	-	2	1	7	3	262	82	100		100
%	8	5	18	9	13	7	26	1	6	2	1	-	1	-	2	1	100		344		
	13[e]		27		20		27		8		1		1		3		100				

[a] This means that of the assistance provided by the principal within the general category "Curriculum/Program," 10 mentions were rated as "satisfactory" and 5 as "unsatisfactory."

[b] This means that of the total assistance provided by all consultants within the general category "Curriculum/Program," 77 mentions were rated as "satisfactory" and 16 as "unsatisfactory."

[c] This means that of the assistance provided by the principal across all general categories, 29 mentions were rated as "satisfactory" and 16 as "unsatisfactory."

[d] This means that, of the total assistance provided, 27 percent was within the general category "Curriculum/Program," for which 22 percent was rated as "satisfactory" and 5 percent as "unsatisfactory."

[e] This means that, of the total assistance provided, 13 percent was by the principal, for which 8 percent was rated as "satisfactory" and 5 percent as "unsatisfactory."

to the department head. The two categories were: "Counseling/Student Services," where the "satisfactory" frequency was 7 and the "unsatisfactory" was 10; and "Professional," where the "satisfactory" frequency was 2 and the "unsatisfactory" frequency was 4.

The ratio of teacher satisfactory:unsatisfactory ratings of the assistance provided by teacher colleagues was 30:1. There were 90 mentions of "satisfactory" assistance provided by teacher colleagues compared to only 3 mentions of "unsatisfactory" assistance provided. No other consultant classification recorded such overwhelmingly positive ratings of its help. With the exception of counselors and librarians, most other consultant classifications had a ratio of approximately 2:1 of satisfactory:unsatisfactory provision. The ratio for principals was 29:16, for assistant principals 62:30, for department heads 13:7, teachers in other schools 2:1, and Edmonton Public School Board consultants 7:3.

Senior high school teachers were overwhelmingly more satisfied with the assistance provided by their teacher colleagues than by all other consultant classifications. While the ratio of satisfactory: unsatisfactory assistance was basically the same for internal as compared to external consultants (excluding the teacher colleague classification), the frequencies for external consultants were so small as to be almost meaningless. Of more significance is the fact that teachers consult with external consultants very infrequently compared to the interaction which takes place with the personnel in their "home" schools.

Subproblem 2.7

"What relationship exists between the level of satisfaction experienced by teachers and their demographic characteristics?"

Because of the relatively low frequencies involved in all demographic analyses of data on levels of satisfaction, only those which displayed noteworthy characteristics were reported.

Table 21 provides frequency and percentage frequency distributions of levels of satisfaction in relation to high frequency response items while differentiating for the sex of the respondent. Because not all teachers responded to every item, the total frequency of response for each Problem Statement appears in the right-hand column. Percentage frequencies similarly reflect actual responses in relation to the total numbers in each demographic sub-classification.

Overall, the reported levels of "satisfactory" assistance provided were usually well balanced between males and females, with each group showing high percentage responses for particular concern statements. With regard to levels of dissatisfaction, males showed more frequent registration of "unsatisfactory" assistance than did their female colleagues. Males tended to be dissatisfied with assistance provided for "Curriculum/Program" concerns, whereas the high registrations of dissatisfaction for females were in the "Counseling/Student Services" category. Forty percent of females were unhappy with the assistance provided for "Dealing with tardiness and/or absenteeism" compared to 18 percent of males. Similarly, 10 percent of females registered dissatisfaction with help provided for "Improving student motivation" compared to 5 percent of males. Within the "Curriculum/Program" category, 14 percent of males

Table 21

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF LEVELS OF SATISFACTION EXPERIENCED BY TEACHERS, FOR HIGH-RESPONSE CONCERNS, BY SEX

Educational Concerns	Levels of Satisfaction[a]								
	Male (n = 83)				Female (n = 30)				
	Satis-factory		Unsatis-factory		Satis-factory		Unsatis-factory		
	f	%	f	%	f	%	f	%	f
1. Determining established school programs/standards	15[b]	18	3	4	3	10	-	-	21
2. Determining teaching-time/subject allocation	6	7	3	4	3	10	-	-	12
3. Determining expectations for student achievement	8	10	2	2	-	-	1	3	11
4. Determining course objectives	9	11	3	4	3	10	-	-	15
5. Developing course outlines	10	12	-	-	7	23	-	-	17
6. Selecting "best" instructional materials	7	8	-	-	6	20	-	-	13
7. Planning and/or utilizing evaluation procedures	13	16	2	2	3	10	-	-	18
13. Determining "best" techniques for content presentation	6	7	-	-	5	16	-	-	11
21. Dealing with tardiness and/or absenteeism	29	35	15	18	17	57	12	40	73
23. Improving classroom control and discipline	7	8	1	1	4	13	-	-	12
24. Improving student motivation	8	10	4	5	4	13	3	10	19
26. Determining the needs/abilities of individual students	1	1	-	-	8	27	1	3	10
27. Obtaining information of budgeting/money control	11	13	1	1	2	7	-	-	14

[a] Because of the small frequencies involved, the two classifications "very satisfactory" and "satisfactory" have been combined.

[b] This means that 15 responses or 18 percent of males rated the assistance provided for "Determining established school programs/standards" as satisfactory.

(collectively) were dissatisfied with assistance provided for concern statements 1 to 4, whereas 3 percent only of females registered dissatisfaction for one only of these four items.

For concern statement number 21, "Dealing with tardiness and/or absenteeism," 37 percent of teachers having 4 or fewer years of post-secondary education were satisfied with the assistance provided, whereas 31 percent of the same group expressed dissatisfaction. For those with 5 years of post-secondary education, 72 percent were satisfied compared with 24 percent who expressed dissatisfaction, and for the group having 6 years or more of post-secondary education, 25 percent were satisfied and 14 percent rated the assistance provided as unsatisfactory. Twelve percent of teachers having 4 or fewer years of post-secondary education were dissatisfied with assistance provided in relation to "Improving student motivation," whereas 16 percent of the same group expressed satisfaction.

Those having 1 to 4 years of total experience were generally satisfied with the assistance provided--69 percent satisfied and 12 percent dissatisfied; for those teachers having 5 to 9 years of total experience, 52 percent were satisfied and 48 percent were dissatisfied. In the 10 to 14 years range, 37 percent were satisfied, while 15 percent were dissatisfied; and in the 15 years or more of experience group, 28 percent were satisfied and 23 percent were not.

In relation to concern number 21, percentages not dissimilar to those recorded for "total teaching experience" were registered for "years of experience in the present school." Teachers with 1 to 4 years in the present school were generally satisfied; however, those in the 5 to 9 years range reported that 44 percent of their number were satisfied, but 41 percent were dissatisfied with help in "Dealing with tardiness and/or absenteeism." Those teachers having 10 years or more in the present school reported 37 percent as satisfied, and 26 percent as dissatisfied. Of the assistance provided for "Improving student motivation," 5 percent of teachers with 10 years or more experience in the present school were satisfied, whereas 14 percent were not.

Levels of satisfaction, when cross-tabulated with "position in school," produced similar findings to much of the earlier cross-tabulations with demographic data. The majority of respondents in all classifications were generally satisfied with the assistance provided. For "Dealing with tardiness and/or absenteeism" the established pattern of "satisfaction-dissatisfaction," as reported for earlier demographic analyses, tended to continue.

Classroom teachers, as a classification, were the only group to register noteworthy results. Forty-eight percent of the 84 teachers were satisfied with the assistance provided for this problem, number 21, while 32 percent were dissatisfied. For the concern "Improving student motivation," 8 percent were not satisfied with the help provided, while 11 percent were satisfied, and no response was given by the other 81 percent of classroom teachers.

For "grade level taught predominantly," in relation to teachers' most common concern--"Dealing with tardiness and/or absenteeism"--24 percent of Grade 10 teachers were satisfied, while 8 percent were not; 18 percent of Grade 11 teachers were satisfied, while 9 percent were not; and at the Grade 12 level, 3 percent were satisfied and 6 percent were dissatisfied with the help provided.

To the question concerning "consistency between present assignment and academic preparation," 30 percent of those having such consistency were satisfied with the assistance provided in relation to "Dealing with tardiness and/or absenteeism," while 20 percent were not. Of those teachers not having consistency between present assignment and academic preparation, they were equally divided 50/50 percent between satisfaction and dissatisfaction with help provided in relation to this concern. With regard to "consistency between present assignment and total experience," only those having such consistency reported ratings of which 43 percent were satisfied and 26 percent were dissatisfied with the assistance provided for item number 21.

Levels of satisfaction by "subject area most commonly taught," in relation to "Dealing with tardiness and/or absenteeism," are all reported though some frequencies were very small. All of the Home Economics teachers were 100 percent satisfied with the assistance provided; 33 percent of Modern/Second Languages teachers were satisfied, with none registering dissatisfaction; 12 percent of Physical Education teachers reported satisfaction, with none reporting dissatisfaction; and English teachers were 50 percent satisfied and 50 percent dissatisfied, as were Fine Arts teachers. Business Education teachers were 20 percent satisfied and 30 percent dissatisfied; Industrial/Vocational educators were 38 percent satisfied and 24 percent dissatisfied; Mathematics teachers were 58 percent satisfied and 42 percent dissatisfied; Science teachers were 50 percent satisfied and 17 percent dissatisfied; Social Science teachers were 13 percent satisfied and 25 percent dissatisfied; and

Student Services personnel were 20 percent satisfied and none registered dissatisfaction.

Subproblem 2.8

"Does satisfaction with consultative assistance fall predominantly within particular general categories of educational concerns?"

Of the responses provided, 76 percent of senior high school teachers were satisfied with the assistance provided across all categories, while 24 percent experienced dissatisfaction.

As shown in Table 22, the highest percentages of satisfaction experienced in relation to assistance provided by general category were "Instruction/Methodology" 93 percent, and "Curriculum/Program" 83 percent, followed by "Administrative/Organizational" 78 percent, and "Counseling/Student Services" 72 percent. Sixty percent of teachers were satisfied with the assistance provided for concerns within the "Specialist Equipment/AV Technology" category, while only 52 percent of teachers registered satisfaction in relation to the category "Professional." The high percentages of dissatisfaction run in the reverse order--48 percent for "Professional"; 40 percent for "Specialist Equipment/AV Technology"; 28 percent for "Counseling/Student Services"; 22 percent for "Administrative/Organizational"; 17 percent for "Curriculum/Program"; and 7 percent only for "Instruction/Methodology."

Table 22

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RATINGS OF CONSULTATIVE ASSISTANCE PROVIDED, BY GENERAL CATEGORIES

General Categories	Satisfaction			
	Satisfactory[a]		Unsatisfactory	
	f	%	f	%
Curriculum/Program	77	83[b]	16	17
Instruction/Methodology	37	93	3	7
Specialist Equipment/ AV Technology	3	60	2	40
Counseling/Student Services	99	72	39	28
Professional	14	52	13	48
Administrative/Organizational	32	78	9	22
Totals:	262	76[c]	82	24

[a] The two categories "very satisfactory" and "satisfactory" have been combined because of the relatively small frequencies.

[b] Of the assistance provided within the general category "Curriculum/Program," 83 percent was rated as satisfactory.

[c] Of the total assistance provided, 76 percent was rated as satisfactory.

SUMMARY

The educational concern "Dealing with tardiness and/or absenteeism" remained the single most important problem for senior high teachers when they selected the three items for which they experienced greatest need for consultative assistance. "Dealing with tardiness and/or absenteeism" represented 20.2 percent of the total assistance sought for the 39 concern statements. The second highest percentage frequency was for the concern statement "Determining established school programs/standards" which recorded 6.9 percent of the total assistance sought. "Planning and/or utilizing evaluation procedures" had the third highest percentage at 5.5 percent of the total.

The specific problems within educational concern statements varied greatly. Those high-frequency response concerns had an equivalently large number of stated specific problems. The complete listing appears in Table 12.

Those educational concerns having high-response frequencies were, for the most part, ranked as representing recurring needs. These constituted all concern statements in the "Curriculum/Program" category, five in "Counseling/Student Services" and one each in "Instruction/Methodology" and "Administrative/Organizational" categories. Three general categories showed a higher percentage for "recurring need," two were equally weighted between "one to four occasions" and "recurring need" and the sixth had a higher percentage of assistance sought on "one to four occasions."

The consultant categories most frequently consulted for teachers' three most important concerns were the assistant principal and teacher colleagues (in the same school). Each provided 27 percent of the total assistance sought.

Strong preference was again expressed for internal consultative personnel and, whereas for multiple interactions on all 39 concerns all external consultant classifications were consulted, for their three most important concerns and a single consultant referent, only two of the four external classifications were mentioned, and each for a reduced percentage of interaction.

While the three "satisfaction" classifications were retained for tables listing all 39 concerns, the two positive classifications of "very satisfactory" and "satisfactory" were collapsed to one for other tables of analysis. Overall, teachers recorded higher percentages for "satisfactory" than for "unsatisfactory" ratings, though for certain concern statements, notably "Dealing with tardiness and/or absenteeism," the level of "unsatisfactory" responses was considerable.

Reasons given by teachers as to why they believed the assistance given was unsatisfactory, where such was the case, included: "Not enough time to deal with the whole problem," and "No obvious solution to the problem."

Relationships between teachers' demographic characteristics and their levels of satisfaction were, for the most part, meaningless because of the small frequencies involved. However, some cross-tabulations were possible, particularly for the concern "Dealing with tardiness and/or absenteeism." Overall, males and females were approximately equally satisfied with assistance provided, though males tended to be more satisfied with "Curriculum/Program" concerns, and females tended to be more satisfied with "Counseling/Student Services" concerns. Males tended to be more dissatisfied than females; however, for two items--"Dealing with tardiness and/or absenteeism" and "Improving student motivation"--females were twice as dissatisfied with the consultative assistance provided than were males.

By subject area, no obvious pattern of "satisfactory/ unsatisfactory" responses could be discerned between the humanities/ sciences/business-vocational groupings. With the exception of Business Education and Social Science teachers, all other subject areas recorded higher percentages for "satisfaction" with assistance provided. English teachers and Fine Arts teachers were equally divided between satisfaction and dissatisfaction.

The highest percentages of satisfaction by general category were recorded for "Instruction/Methodology" followed by "Curriculum/ Program." The category recording the lowest percentage of satisfaction with the assistance provided was "Professional."

Chapter 7

ASSISTANCE NEEDED BUT NOT SOUGHT
ASSISTANCE PROVIDED TO COLLEAGUES
ALTERNATIVE NEEDS' FULFILLMENT

Data pertaining to Problem Statements 3, 4, and 5 are presented in this chapter.

ASSISTANCE WHICH WAS NEEDED BUT NOT SOUGHT

The third Problem Statement was as follows: "To what extent do senior high school teachers desire consultative assistance but do not seek it?"

Subproblem 3.1

"What percentage of senior high school teachers desire, but do not seek, consultative assistance appropriate to each educational concern?"

Teachers were asked to provide a Yes/No answer to questions in this section. As shown in Table 23, 21 percent of teachers replied in the affirmative, 69 percent in the negative, and a further 11 percent did not respond.

Subproblem 3.2

"How often is such needed consultative assistance not sought?"

To this question, teachers were again asked to respond to four approximations of occurrences of seeking desired assistance. These

Table 23

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT CONSULTATIVE ASSISTANCE WHICH WAS DESIRED BUT NOT SOUGHT

Total Responses	Desired But Not Sought	
	f	%
Yes	23[a]	21[a]
No	77	69
No response	12	11
Once or twice per day	3[b]	3[b]
Once or twice per week	1	1
Once or twice per month	11	10
Once or twice per year	4	4
No response	93	82

[a] This means that 23 teachers, or 21 percent, indicated that they desired consultative assistance but did not seek it.

[b] This means that 3 teachers, or 3 percent, indicated that they desired but did not seek consultative assistance "once or twice per day."

were: (1) Once or twice per day; (2) Once or twice per week; (3) Once or twice per month; and (4) Once or twice per year. Three percent of teachers responded that they had desired but had not sought assistance "once or twice per day," 1 percent reported "once or twice per week," 10 percent stated "once or twice per month," and 4 percent indicated "once or twice per year." Three percent of those answering Subproblem 3.1 with a "Yes" response did not then provide detail to Subproblem 3.2.

Subproblem 3.3

"What reasons do teachers give for not seeking desired consultative assistance?"

These responses have been paraphrased and grouped into two classifications: those having an organizational focus, and those reflecting personal characteristics. Within the organizational classification, the reason most commonly stated or implied was that "teachers do not have time to seek needed assistance": that teaching loads are such that time cannot be found to procure help for recognised needs. The next most commonly mentioned group of responses, while still dealing with time, focussed on the organizational problem that "no time is set aside by the school administration for the purpose of seeking consultative assistance." Other "organizational" comments included:

- colleagues and administrators are themselves too busy;
- external consultants are unavailable when needed;
- administrators would prefer to remain ignorant of teachers' needs; and
- there is no money available to alleviate the problem.

Comments which fell into the personal category included:

- teachers at senior high school know more about their subject matter and methodology than do external consultants;
- personal problems require personal solutions;
- consultants are out of touch with the real world of the classroom; and
- real and useful help is rare, with too many non-helpful interactions in-between.

A complete list of the paraphrased comments and respective frequencies is provided in Table 24.

Subproblem 3.4

"What relationship exists between teachers' decisions to not seek desired consultative assistance and their demographic characteristics?"

Because frequencies were so small, reference to individual educational concerns was not feasible. Analysis, therefore, was restricted to summed frequencies within general categories, and the mean response per demographic sub-classification. A complete analysis of this data appears in Table 25.

Twenty-five of the total mentions of needed but not sought assistance were by male teachers, and seven by female. These represented a 0.30 response of need per male teacher and a mean of 0.23 response of need per female teacher. Male responses related specifically to the "Curriculum/Program," "Instruction/Methodology" and "Counseling/Student Services" categories, whereas female responses related almost solely to the "Counseling/Student Services" category.

Table 24

REASONS GIVEN BY TEACHERS FOR NOT SEEKING NEEDED CONSULTATIVE ASSISTANCE

Reasons	Number of Responses	
	f	Sub-total
Organizational		
Not enough time--teaching is a full-time job.	7	
No time is set aside for consultation.	5	
Colleagues/administrators are too busy--unavailable.	4	
External consultants are never available when needed.	4	
We never see external consultants.	3	
Administrators would prefer to remain ignorant of teachers' needs.	3	
No money available to alleviate problem.	3	
Too much "hassle" getting money/materials.	2	
Appropriate person is always too hard to locate.	2	
Whom does one ask? No-one will take any responsibility.	1	
Process of getting help is greater than coping with the problem.	1	
Professionals must solve their own problems--the system makes it so.	1	36
Personal		
Teachers know more than consultants; consultants are inadequate.	3	
Didn't feel consultants could help--they are out of touch.	2	
Needs are too specialized--personal problems require personal solutions.	2	
Real/useful help is rare--a luxury.	2	
Too much time and effort needed.	2	
Most problems solve themselves--have patience.	1	
Professional ethics disallow involvement of others.	1	12
	Total:	48

Table 25

FREQUENCY DISTRIBUTIONS AND MEANS OF CONSULTATIVE ASSISTANCE WHICH WAS NEEDED BUT NOT SOUGHT WITHIN GENERAL CATEGORIES, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics			General Categories														
			Curriculum/ Program		Instruction/ Methodology		Specialist Equipment/ AV Technology		Counseling/ Student Services		Professional		Administrative/ Organizational			Sub-classification Means	Classification Totals
		n	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f		
Sex:	Male	82	7[a]	0.08	6	0.07	2	0.02	7	0.08	2	0.02	1	0.01	25	0.30	
	Female	30	1	0.03	-	-	-	-	4	0.13	1	0.03	1	0.03	7	0.23	32
Age:	20-29 yrs	8	-	-	2	0.25	1	0.12	2	0.25	-	-	-	-	5	0.62	
	30-39 yrs	37	3	0.08	3	0.08	2	0.06	2	0.06	2	0.06	1	0.03	13	0.35	
	40-49 yrs	40	2	0.05	-	-	-	-	3	0.07	1	0.03	1	0.03	7	0.17	
	50+ yrs	27	2	0.07	1	0.04	-	-	3	0.11	-	-	-	-	6	0.22	31
Post-Secondary Education:	≤4 yrs	51	2	0.04	2	0.04	1	0.02	6	0.12	-	-	1	0.02	12	0.24	
	5 yrs	25	2	0.08	2	0.08	1	0.04	3	0.12	2	0.08	-	-	10	0.40	
	≥6 yrs	36	4	0.11	2	0.05	2	0.05	2	0.05	1	0.02	1	0.02	12	0.33	32
Total Teaching Experience:	1-4 yrs	13	2	0.15	2	0.15	1	0.07	3	0.21	-	-	1	0.07	9	0.69	
	5-9 yrs	24	2	0.08	2	0.08	1	0.04	2	0.08	1	0.04	-	-	8	0.33	
	10-14 yrs	35	1	0.03	1	0.03	-	-	6	0.17	-	-	1	0.03	9	0.26	
	15+ yrs	39	3	0.07	1	0.02	-	-	7	-	1	0.02	-	-	5	0.13	31
Present School Experience:	1 yr	15	1	0.06	1	0.06	-	-	2	0.13	-	-	1	0.06	5	0.33	
	2-4 yrs	21	1	0.04	1	0.04	1	0.04	1	0.04	1	0.04	-	-	5	0.24	
	5-9 yrs	32	5	0.14	3	0.09	1	0.03	5	0.14	1	0.03	1	0.03	16	0.50	
	10+ yrs	43	1	0.02	1	0.02	-	-	3	0.07	1	0.02	-	-	6	0.14	32
Position in School:[c]	AP	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	DH	18	2	0.11	1	0.05	-	-	-	-	-	-	1	0.05	4	0.22	
	CT	84	5	0.05	4	0.04	2	0.02	11	0.13	2	0.02	1	0.01	25	0.30	
	L	3	1	0.33	1	0.33	-	-	-	-	-	-	-	-	2	0.66	
	C	1	-	-	-	-	-	-	1	1.00	-	-	-	-	1	1.0	32
Grade Level Taught:	10	48	5	0.10	4	0.08	1	0.02	2	0.04	1	0.02	1	0.02	14	0.29	
	11	25	-	-	-	-	-	-	6	0.24	1	0.04	-	-	7	0.28	
	12	20	1	0.05	2	0.10	1	0.05	2	0.10	1	0.05	1	0.05	8	0.40	29
Consistency-Academic Preparation:	Yes	98	8	0.08	6	0.06	2	0.02	11	0.11	3	0.03	2	0.02	32	0.33	
	No	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32
Consistency-Teaching Experience:	Yes	103	7	0.07	6	0.06	2	0.02	11	0.11	3	0.03	2	0.02	31	0.30	
	No	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31
Subject Area:[d]	Bus./Ind.	48	1	0.01	-	-	-	-	6	0.06	1	0.01	-	-	8	0.16	
	Human.	26	3	0.11	4	0.15	1	0.04	3	0.11	1	0.04	1	0.04	13	0.50	
	Math./Sci.	31	4	0.13	3	0.09	1	0.03	2	0.06	1	0.03	-	-	11	0.35	
	Phys. Ed.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Fine Arts	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32
Means			2.2[b]		1.8		0.7		3.2		0.8		0.6 →		1.55	Total:	314

[a] This means that 7 mentions (or a mean of 0.08 per teacher) of needing consultative assistance but having not sought it were made by male teachers for educational concerns within the general category "Curriculum/Program."

[b] This means that across all demographic sub-classifications, the mean number of mentions of consultative assistance which was needed but not sought within the general category "Curriculum/Program" was 2.2.

[c] AP = Assistant Principal; DH = Department Head; CT = Classroom Teacher; L = Librarian; C = Counselor.

[d] Bus./Ind. = Business/Industrial and comprises Business Education, Home Economics and Industrial/Vocational Education; Human. = Humanities and comprises English, Modern/Second Languages, Social Science and Student Services; Math./Sci. = Mathematics/Science and also includes Special Programs; Phys. Ed. = Physical Education.

Teachers expressing greatest unsought need for assistance were those in the 20-29 years age range, with a total of five responses and a per person mean of 0.62. The 30-39 years age group recorded the next greatest need with a 0.35 mean per teacher.

Teachers having 5 years of post-secondary education recorded a frequency of 10 mentions for a per teacher mean of 0.40 responses of need, while those with 6 or more years of post-secondary education had a mean of 0.33 of need per teacher. The general categories of need mentioned for sex tend to be maintained for other demographic classifications.

The 1-4 years sub-classification of total teaching experience recorded the highest per teacher frequency with a mean of 0.69. This was followed sequentially by the other sub-classifications for total teaching experience: 5-9 years 0.33 per teacher, 10-14 years 0.26 per teacher, and 15 or more years 0.13 per teacher.

Some change in order is discernible for years of teaching experience in the present school. Those teachers having 5-9 years recorded the highest mean of 0.50, and were followed by teachers in their first year at the present school with an average need of 0.33, then by the 2-4 years group and the 10 or more years group with 0.24 and 0.14 occasions of need per teacher, respectively.

Classroom teachers expressed a higher need for assistance which was not sought than did department heads. The mean for the former was 0.30, while for the latter was 0.22. The relatively high response for librarians of 0.66 reflects a total of two mentions by three teachers.

Grade 12 teachers expressed greater unfilled needs for assistance than their lower grade-level colleagues, with eight mentions and a mean of 0.40. Grade 10 and 11 teachers were almost equal with per teacher averages of 0.29 and 0.28, respectively.

The mean for those teachers experiencing consistency between present assignment and academic preparation was 0.33. Teachers having inconsistency in this regard did not register needs for assistance. Similarly, those having inconsistency between present assignment and teaching experience did not report needed but not sought assistance, while those having consistency had a per teacher mean of 0.30.

Because frequencies were so small when these and other data were analysed by subject areas, some combining was considered desirable. Five subject sub-classifications were formed as follows: (a) Business/Industrial (which comprised Business Education, Home Economics, and Industrial/Vocational Education); (2) Humanities (which comprised English, Modern/Second Languages, Social Science, and Student Services); (3) Mathematics/Science (which included Special Programs); and (4) Physical Education, and (5) Fine Arts remained as they were listed on the questionnaires.

Humanities teachers recorded highest responses, with a mean of 0.50 per teacher. Mathematics and Science teachers came next with an average need of 0.35, while Business Education and Industrial Education teachers reported least need with a 0.16 mean per teacher.

The combination of factors associated with the highest frequencies of not seeking desired consultative assistance were: being male; being in the 20-29 years age range; having 5 years of post-secondary education; having a 1 to 4 years of total teaching experience; having 5 to 9 years of teaching in the present school; being a classroom teacher of humanities-based subjects with Grade 12 students; having consistency between present assignment, academic preparation, and teaching experience.

Subproblem 3.5

"Do educational concerns for which consultative assistance was needed but not sought fall predominantly within particular general categories?"

The general category "Counseling/Student Services" had 11 mentions, which represented 35 percent of the total reported assistance which was needed but not sought. The category having the next greatest number of mentions was "Curriculum/Program" with eight, or 25 percent of the total, followed by "Instruction/Methodology" with 19 percent of the total, "Professional" with 9 percent, and "Specialist Equipment/AV Technology" and "Administrative/Organizational" with 6 percent each.

Seventeen of the 39 concern statements were not mentioned as ones for which assistance was needed but not sought, and in only one category--"Curriculum/Program"--were all educational concerns mentioned. The category having the next most comprehensive response to individual concern statements was "Counseling/Student Services."

ASSISTANCE PROVIDED TO COLLEAGUES

The fourth Problem Statement was as follows: "To what extent do senior high school teachers provide consultative assistance to their colleagues?"

Subproblem 4.1

"To what extent do senior high school teachers provide consultative assistance to colleagues in the same school?"

Seventy-nine percent of teachers stated that they provided assistance to colleagues in the same school, 13 percent reported that they did not, and 8 percent of teachers did not respond to the question. Detailed information appears in Table 26.

Assistance was provided for all educational concerns except "Obtaining information on teacher evaluation, promotion, transfer, sabbatical applications," "Obtaining information on supervision, liability, negligence concerns," and "Developing educational philosophy," all within the "Professional" category, and "Utilizing paraprofessionals/parent volunteers" from the Administrative/Organizational" category.

The concern statement for which most assistance was provided was "Selecting 'best' instructional materials" which recorded 21 mentions, or 19 percent of the total responses. The concern statements of next most frequent provision were "Developing course outlines" and "Planning and/or utilizing evaluation procedures," both recording 17 mentions or 15 percent of responses each. Other high response items included "Dealing with tardiness and/or absenteeism" 13 percent; "Determining course objectives" and "Improving student motivation" both 11 percent; and "Improving classroom control and discipline" 10 percent of total responses. These data are presented in Table 27 where provision of assistance for all educational concerns is listed.

Table 26

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 112 TEACHER RESPONSES ABOUT THE PROVISION OF CONSULTATIVE ASSISTANCE TO COLLEAGUES

	Same School Provision		Other School Provision	
	f	%	f	%
Total Responses				
Yes	88[a]	79[a]	46	41
No	15	13	56	50
No response	9	8	10	9
Frequency of Provision				
Once or twice per day	24[b]	22[b]	-	-
Once or twice per week	37	33	3	3
Once or twice per month	19	17	17	15
Once or twice per year	6	5	21	19
No response	26	23	71	63

[a] This means that 88 teachers, or 79 percent, indicated that they provided consultative assistance to colleagues in the same school.

[b] This means that 24 teachers, or 22 percent, indicated that they provided consultative assistance to colleagues in the same school "once or twice per day."

?

Table 27

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES ABOUT THE THREE MOST IMPORTANT EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS PROVIDED TO (A) TEACHER COLLEAGUES IN THE SAME SCHOOL, AND (B) TEACHER COLLEAGUES IN OTHER SCHOOLS

Educational Concerns	Provision			
	Same School		Other Schools	
	f	%	f	%
Curriculum/Program				
Determining:				
1. - established school programs/standards	8[a]	7[a]	6	5
2. - teaching-time/subject allocation	7	6	2	2
3. - expectations for student achievement	9	8	4	4
4. - course objectives	12	11	8	7
5. Developing course outlines	17	15	12	11
6. Selecting "best" instructional materials	21	19	7	6
Instruction/Methodology				
Planning and/or utilizing:				
7. - evaluation procedures	17	15	5	4
8. - individualized instruction	1	1	1	1
9. - small group instruction	1	1	-	-
10. - team-teaching techniques	3	3	1	1
11. - problem-solving/inquiry techniques	5	4	2	2
12. - questioning techniques	1	1	-	-
Determining "best":				
13. - techniques for content presentation	8	7	4	4
14. - sequencing for content presentation	5	4	2	2
Specialist Equipment/AV Technology				
Selecting and/or:				
15. - operating specialist/AV equipment	5	4	2	2
16. - developing specialist/AV equipment	1	1	-	-
17. Obtaining information on new equipment	5	4	-	-
18. Utilizing kits, games, charts	2	2	2	2
Counseling/Student Services				
Developing and/or utilizing:				
19. - remedial programs and materials	6	5	3	3
20. - accurate reporting procedures	3	3	-	-
Dealing with:				
21. - tardiness and/or absenteeism	14	13	2	2
22. - student personal problems	6	5	-	-
Improving:				
23. - classroom control and discipline	11	10	2	2
24. - student motivation	12	11	1	1
25. Obtaining student background information	4	4	3	3
26. Determining student needs/abilities	6	5	3	3
27. Diagnosing learning difficulties	5	4	1	1
Professional				
Obtaining information on:				
28. - rights and responsibilities	2	1	2	2
29. - professional development/in-service	1	1	4	4
30. - teacher evaluation/promotion/transfer	-	-	1	1
31. - supervision/liability/negligence	-	-	-	-
32. Resolving conflicts with colleagues	4	4	2	2
33. Developing educational philosophy	-	-	2	2
Administrative/Organizational				
Obtaining information on:				
34. - records/administrative procedures	1	1	1	1
35. - field-trips/excursions	1	1	1	1
36. - budgeting/money control	6	5	3	3
37. - extra-curricula responsibilities	2	2	1	1
38. Utilizing paraprofessionals/parents	-	-	-	-
39. Interpreting policies/regulations	3	3	1	1

[a] This means that 8 respondents, or 7 percent, provided consultative assistance to colleagues in the same school in relation to the educational concern "Determining established school programs/standards."

Subproblem 4.2

"To what extent do senior high school teachers provide consultative assistance to colleagues in other schools?"

Forty-one percent of teachers responded in the affirmative, 50 percent reported that they did not provide assistance to colleagues in other schools, and 9 percent of teachers did not answer the question. The data appear in Table 26.

Assistance was provided in all but 8 of the 39 educational concerns, with the greatest percentage frequency for the concern statement "Developing course outlines" having 11 percent of the total responses. The educational concerns for which the next highest frequencies were reported were: "Determining course objectives" 7 percent, "Selecting 'best' instructional materials" 6 percent, "Determining established school programs/standards" 5 percent, and "Determining expectations for student achievement," "Planning and/or utilizing evaluation procedures," "Determining 'best' techniques for content presentation" and "Obtaining information on professional development/in-service programs" all 4 percent. A complete listing of this provision of assistance to colleagues in other schools is presented in Table 27. The similarity between the provision of assistance for particular educational concerns to colleagues in the same school and those in other schools is obvious, except in the "Counseling/Student Services" category where the percentage of assistance provided to other-school colleagues was noticeably reduced.

Subproblem 4.3

"How often is such assistance provided?"

Teachers were again asked to provide approximations of the occasions on which assistance had been provided as it was considered that accurate numerical recall could not be obtained. The four classifications were the same as those used for the section dealing with assistance which was desired but not sought. These data appear in Table 26.

For same-school provision, 22 percent of the 112 teachers responding reported that they provided assistance to colleagues "once or twice per day," 33 percent provided assistance "once or twice per week," 17 percent "once or twice per month," and 5 percent stated that such assistance was provided "once or twice per year." For the provision of assistance to colleagues in other schools, none indicated the time period "once or twice per week," 15 percent "once or twice per month," and 19 percent stated "once or twice per year." Sixty-three percent of teachers did not respond to this question.

Subproblem 4.4

"What relationship exists between the provision of consultative assistance to colleagues and the demographic characteristics of teachers?"

As was the case with assistance which was desired but not sought, analysis was restricted to general categories of educational concerns, and the average per teacher responses of provision of assistance.

Male teachers provided assistance to colleagues in the same school on 157 reported occasions, or an average of 1.91 per teacher, and to colleagues in other schools on 64 reported occasions, or an average of 0.78 mentions per teacher. Female teachers, by comparison, provided slightly more assistance in each case, with 58 mentions or 1.93 reported occasions per teacher to same-school colleagues, and 27 mentions or 0.90 occasions per teacher to other-school colleagues. The detail of demographic sub-classifications of provision within each of the six general categories to colleagues in the same school appears in Table 28, and to colleagues in other schools in Table 29.

Teachers within the age range 20-29 years provided the greatest per teacher frequency of assistance to same-school colleagues with an average provision of 2.37, followed by the 30-39 age group with 2.27, the 40-49 age group with 1.70, and least was provided by those 50 years and older, with a per teacher average of 1.60. To colleagues in other schools, however, most assistance was given by the 40-49 years age group, with a sub-classification mean of 0.85 per teacher, followed by the 30-39 years old teachers with 0.83, the 50 years or older group with 0.74, and the youngest group of teachers provided least assistance with a per teacher average of 0.37.

Teachers having 5 years of post-secondary education recorded the greatest level of provision to same-school colleagues in this classification, with a mean of 2.36. Those having 6 or more years of post-secondary education averaged 1.94, compared to the 4 or fewer years group whose average was 1.69. Teachers having 6 or more years of post-secondary education provided most assistance to colleagues in other schools with a mean of 1.13, followed by the "4 or fewer years"

Table 28

FREQUENCY DISTRIBUTIONS AND MEANS OF THE PROVISION OF CONSULTATIVE ASSISTANCE WITHIN GENERAL CATEGORIES TO COLLEAGUES IN THE SAME SCHOOL, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics			General Categories															
			Curriculum/ Program		Instruction/ Methodology		Specialist Equipment/ AV Technology		Counseling/ Student Services		Professional		Administrative/ Organizational			Sub-classification Means	Classification Totals
		n	f	x̄	f	x̄	f	x̄	f	x̄	f	x̄	f	x̄	f		
Sex:	Male	82	49[a]	0.59	32	0.38	8	0.09	51	0.61	5	0.06	12	0.14	157	1.91	
	Female	30	25	0.78	9	0.03	5	0.16	16	0.53	2	0.06	1	0.03	58	1.93	215
Age:	20-29 yrs	8	7	0.87	6	0.75	1	0.12	4	0.50	-	-	1	0.12	19	2.37	
	30-39 yrs	37	34	0.91	13	0.35	7	0.19	18	0.48	5	0.13	7	0.87	84	2.27	
	40-49 yrs	40	17	0.42	15	0.37	3	0.07	28	0.70	2	0.05	3	0.07	68	1.70	
	50+ yrs	27	16	0.59	7	0.25	2	0.07	17	0.62	-	-	2	0.07	44	1.60	215
Post-Secondary Education:	≤4 yrs	51	29	0.56	16	0.31	6	0.11	28	0.54	2	0.04	5	0.10	86	1.69	
	5 yrs	25	21	0.84	5	0.2	3	0.12	22	0.88	3	0.12	5	0.2	59	2.36	
	≥6 yrs	30	24	0.8	20	0.33	4	0.13	17	0.56	2	0.06	3	0.09	70	1.94	215
Total Teaching Experience:	1-4 yrs	13	7	0.53	9	0.69	1	0.07	7	0.53	-	-	1	0.07	25	1.92	
	5-9 yrs	24	14	0.58	6	0.25	4	0.16	11	0.45	3	0.12	3	0.12	41	1.17	
	10-14 yrs	35	26	0.74	7	0.2	3	0.08	27	0.77	2	0.05	7	0.02	72	2.06	
	15+ yrs	39	27	0.69	19	0.48	5	0.12	22	0.56	2	0.05	2	0.05	77	1.97	215
Present School Experience:	1 yr	15	11	0.73	4	0.26	-	-	10	0.67	-	-	1	0.06	26	1.73	
	2-4 yrs	21	16	0.76	11	0.52	5	0.23	8	0.38	1	0.04	1	0.04	42	2.00	
	5-9 yrs	32	20	0.62	9	0.28	5	0.16	15	0.46	3	0.09	5	0.16	57	1.87	
	10+ yrs	43	27	0.62	17	0.39	3	0.06	33	0.76	3	0.06	6	0.12	89	2.06	214
Position in School:[c]	AP	3	2	0.67	1	0.33	-	-	4	1.33	-	-	2	0.67	9	3.00	
	DH	18	15	0.83	5	0.27	-	-	6	0.33	2	0.11	8	0.44	36	2.00	
	CT	84	49	0.58	33	0.39	8	0.09	51	0.60	4	0.04	3	0.03	148	1.76	
	L	3	2	0.67	2	0.67	5	1.67	-	-	-	-	-	-	9	2.25	
	C	1	6	6.0	-	-	-	-	5	5.0	1	1.0	-	-	12	1.00	214
Grade Level Taught:	10	48	29	0.60	14	0.29	6	0.12	28	0.59	3	0.06	7	0.14	87	1.81	
	11	25	9	0.36	11	0.44	5	0.20	26	1.04	3	0.12	3	0.12	57	2.28	
	12	20	26	1.3	11	0.55	-	-	4	0.20	-	-	-	-	41	2.05	185
Consistency-Academic Preparation:	Yes	98	67	0.68	39	0.39	14	0.14	55	0.55	4	0.04	7	0.07	186	1.89	
	No	14	7	0.5	2	0.14	5	0.35	6	0.42	3	0.21	6	0.42	29	2.07	215
Consistency-Teaching Experience:	Yes	103	71	0.68	38	0.36	13	0.12	59	0.57	6	0.06	10	0.09	197	1.91	
	No	6	3	0.5	3	0.5	-	-	5	0.83	1	0.16	3	0.5	15	2.50	212
Subject Area:[d]	Bus./Ind.	48	14	0.29	9	0.18	-	-	32	0.66	6	0.12	4	0.08	65	1.35	
	Human.	26	23	0.88	16	0.61	4	0.15	14	0.53	2	0.07	-	-	59	2.26	
	Math./Sci.	31	27	0.87	14	0.45	9	0.29	17	0.54	3	0.10	8	0.25	78	2.51	
	Phys. Ed.	4	4	1.0	-	-	-	-	4	1.0	-	-	-	-	8	2.00	
	Fine Arts	3	3	1.0	2	0.67	-	-	-	-	-	-	-	-	5	1.66	215
Means			21.3[b]		11.9		3.9		19.1		2.1		3.7 →		10.33	Total: 2,115	

---

[a] This means that 49 mentions of assistance (or a mean of 0.59 per teacher) were provided within the general category "Curriculum/Program" by male teachers to colleagues in the same school.

[b] This means that across all demographic sub-classifications, the mean number of provisions of assistance within the general category "Curriculum/Program" was 21.3.

[c] AP = Assistant Principal; DH = Department Head; CT = Classroom Teacher; L = Librarian; C = Counselor.

[d] Bus./Ind. = Business/Industrial and comprises Business Education, Home Economics and Industrial/Vocational Education; Human. = Humanities and comprises English, Modern/Second Languages, Social Science and Student Services; Math./Sci. = Mathematics/Science and includes Special Programs; Phys. Ed. = Physical Education.

Table 29

FREQUENCY DISTRIBUTIONS OF THE PROVISION OF CONSULTATIVE ASSISTANCE WITHIN GENERAL CATEGORIES TO COLLEAGUES IN OTHER SCHOOLS, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics			General Categories														
			Curriculum/ Program		Instruction/ Methodology		Specialist Equipment/ AV Technology		Counseling/ Student Services		Professional		Administrative/ Organizational			Sub-classification Means	Classification Totals
		n	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f	$\bar{X}$	f		
Sex:	Male	82	22[a]	0.27	14	0.17	3	0.04	12	0.15	8	0.10	5	0.06	64	0.78	
	Female	30	17	0.57	1	0.03	1	0.03	3	0.10	3	0.10	2	0.06	27	0.90	91
Age:	20-29 yrs	8	-	-	1	0.12	-	-	2	0.25	2	0.25	-	-	3	0.37	
	30-39 yrs	37	11	0.34	5	0.13	2	0.05	4	0.10	4	0.10	5	0.13	31	0.83	
	40-49 yrs	40	19	0.47	4	0.1	-	-	7	0.17	3	0.07	1	0.25	34	0.85	
	50+ yrs	27	9	0.33	4	0.14	2	0.07	2	0.07	4	0.14	1	0.03	22	0.74	90
Post-Secondary Education:	≤4 yrs	51	17	0.33	7	0.13	2	0.03	5	0.09	2	0.03	3	0.05	36	0.70	
	5 yrs	25	8	0.32	-	-	-	-	1	0.04	3	0.12	2	0.08	14	0.56	
	≥6 yrs	30	14	0.46	8	0.26	2	0.06	9	0.30	6	0.20	2	0,06	41	1.13	91
Total Teaching Experience:	1-4 yrs	13	-	-	1	0.07	-	-	2	0.14	-	-	-	-	3	0.20	
	5-9 yrs	24	7	0.29	3	0.13	1	0.04	1	0.04	3	0.13	3	0.13	18	0.75	
	10-14 yrs	35	11	0.31	7	0.20	3	0.08	5	0.14	2	0.06	3	0.08	31	0.88	
	15+ yrs	39	21	0.53	4	0.10	-	-	7	0.18	6	0.15	1	0.02	39	1.00	91
Present School Experience:	1 yr	15	2	0.13	2	0.13	-	-	6	0.39	3	0.20	-	-	13	0.86	
	2-4 yrs	21	11	0.52	1	0.04	3	0.14	3	0.14	1	0.04	1	0.04	20	0.95	
	5-9 yrs	32	19	0.59	8	0.25	1	0.03	-	-	4	0.13	3	0.09	25	0.78	
	10+ yrs	43	17	0.39	4	0.09	-	-	6	0.14	3	0.07	3	0.07	33	0.76	91
Position in School:[c]	AP	3	-	-	-	-	-	-	3	1.0	3	1.0	-	-	6	2.00	
	DH	18	4	0.22	4	0.22	1	0.05	1	0.05	3	0.15	4	0.22	17	0.94	
	CT	84	28	0.33	9	0.10	3	0.03	7	0.08	3	0.03	3	0.03	53	0.63	
	L	3	1	0.33	2	0.67	-	-	-	-	-	-	-	-	3	1.00	
	C	1	6	6.0	-	-	-	-	3	3.0	2	2.0	-	-	11	11.00	90
Grade Level Taught:	10	48	17	0.35	7	0.14	1	0.02	-	-	3	0.06	4	0.08	32	0.66	
	11	25	5	0.20	-	-	-	-	4	0.25	5	0.25	1	0.04	15	0.60	
	12	20	14	0.70	6	0.30	1	0.05	5	0.05	1	0.05	-	-	27	1.35	74
Consistency-Academic Preparation:	Yes	98	35	0.36	15	0.15	3	0.03	12	0.12	6	0.06	5	0.05	76	0.77	
	No	14	4	0.28	-	-	1	0.07	3	0.21	5	0.35	2	0.14	15	1.07	91
Consistency-Teaching Experience:	Yes	103	36	0.36	15	0.15	3	0.03	10	0.10	8	0.08	4	0.04	76	0.73	
	No	6	3	0.50	-	-	1	0.16	3	0.50	2	0.33	3	0.50	12	2.00	88
Subject Area:[d]	Bus./Ind.	48	16	0.33	8	0.16	2	0.04	4	0.08	2	0.04	3	0.16	35	0.72	
	Human.	26	9	0.34	3	0.11	1	0.04	2	0.08	2	0.08	-	-	17	0.65	
	Math./Sci.	31	11	0.35	4	0.13	1	0.03	9	0.29	7	0.22	4	0.13	36	1.19	
	Phys. Ed.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Fine Arts	3	3	1.00	-	-	-	-	-	-	-	-	-	-	3	1.00	91
Means			11.6[b]		4.3		1.1		4.1		3.1		2.0 →		4.36	Total:	797

[a] This means that 22 mentions of assistance (or a mean of 0.27 per teacher) were provided within the general category "Curriculum/Program" by male teachers to colleagues in other schools.

[b] This means that across all demographic sub-classifications, the mean number of provisions of assistance within the general category "Curriculum/Program" was 11.6.

[c] AP = Assistant Principal; DH = Department Head; CT = Classroom Teacher; L = Librarian; C = Counselor.

[d] Bus./Ind. = Business/Industrial and comprises Business Education, Home Economics and Industrial/Vocational Education; Human. = Humanities and comprises English, Modern/Second Languages, social Science, and Student Services; Math./Sci. - Mathematics/Science and includes Special Programs; Phys. Ed. = Physical Education.

group with a per teacher average of 0.70, and the "5 years" teachers with 0.56.

To both groups of recipient teachers, those teachers having greater teacher experience provided greater levels of assistance. For same-school provision, the teachers having 10-14 years total teaching experience provided assistance at the mean rate of 2.06, followed by those having 15 or more years experience with an average of 1.97. Teachers with 1 to 4 years experience had a per teacher provision average of 1.92, while the 5 to 9 year group gave assistance on a 1.17 average of occasions. To colleagues in other schools, the ordering of provision went from those with greatest experience to those with least. Teachers having 15 or more years experience had a mean of 1.00, 10 to 14 years 0.88, 5 to 9 years 0.75, and 1 to 4 years 0.20. Teachers having 10 or more years of present-school experience provided greatest levels of assistance to colleagues in the same school, with a per teacher mean of 2.06 occasions. Those having 2 to 4 years of experience provided help on 2.00 occasions per teacher, 5 to 9 year teachers 1.87 occasions, and first year teachers to the present-school colleagues on 1.73 occasions per person. This latter group, however, provided the second greatest amount of help to other-school colleagues with a sub-classification mean of 0.86. Teachers with 2 to 4 years present-school experience had a mean of 0.95, while the "5 to 9 years" group and the "10 years and more" teachers had averages of provision of assistance of 0.78 and 0.76 respectively.

Department heads and teacher colleagues were the only two sub-classifications within the classification "Position in School" having large enough numbers of personnel to give representative data.

For provision of assistance to colleagues in the same and other schools, the mean for department heads was 2.00 and 0.94, respectively, compared to those for classroom teachers which were 1.76 and 0.63, respectively. Teachers of Grade 11 provided most assistance to their in-school peers, while Grade 12 teachers gave most to their other-school colleagues. Same-school means were: Grade 10 teachers 1.81, Grade 11 teachers 2.28, and Grade 12 teachers 2.05. Other-school means were: Grade 10 teachers 0.66, Grade 11 teachers 0.60, and Grade 12 teachers 1.35 average occasions of provision per teacher.

Those teachers having consistency between present assignment and academic preparation, and present assignment and teaching experience provided less assistance to colleagues in both the same and other schools than did their peers who experienced inconsistency between these aspects of teaching. Those having consistency with academic preparation had a same-school mean of 1.89 and an other-school mean of 0.77 occasions of provision, whereas those teachers experiencing inconsistency had a same-school mean of 2.07 and an other-school mean of 1.07 occasions of provision, respectively. Means for consistency with teaching experience were: same-school 1.91, other-school 0.73; and inconsistency with teaching experience were: same-school 2.50, and other-school 2.00 occasions of provision of assistance.

Subject area analysis utilized the same sub-classifications outlined for the discussion of assistance which was desired but not sought. Mathematics/Science teachers as a group provided greatest levels of assistance to colleagues in both arenas with a 2.51 mean per teacher in the same school, and a 1.19 mean provision in other schools. Humanities teachers provided assistance next most frequently in the same-school situation with a mean of 2.26, followed by Business/Industrial teachers at 1.35. In the other-school situation, Humanities teachers and Business/Industrial teachers were reversed, with the latter providing most at 0.72 and the former least at 0.65 mean occasions per teacher.

The combination of factors which were associated with the highest frequencies of provision of assistance to teachers in the same school were as follows: being female; being in the 20-29 years age range; having 5 years of post-secondary education; having 10 to 14 years of teaching experience; having 2 to 4 years experience in the present school; being an assistant principal, librarian, or department head (the former two designations had frequencies of 3 each only); being a teacher of Mathematics/Science to Grade 11 students; and experiencing inconsistency between present assignment, academic preparation and teaching experience. High frequency provision of assistance to teachers in other schools included the following: being female; being in the 40-49 years age group; having less than or equal to 4 years of post-secondary education; having 15 or more years of teaching experience; with 2 to 4 years experience in the present school; being a department head; being a Business/Industrial teacher of Grade 12; and having inconsistency between present assignment, academic preparation and teaching experience.

The combination of factors associated with the low frequency provision of assistance to colleagues in the same school comprised the following: being male; being in the 50 or more years age range; having a total of 5 to 9 years teaching experience; being a first-year classroom teacher in the present school; being a Business/Industrial teacher of Grade 10 students; and having consistency between present assignment, academic preparation and teaching experience. Finally, the combination of factors associated with low frequency provision of assistance to teachers in other schools included: being male; being in the 20-29 years age range; having 4 or fewer years of post-secondary education; having 1 to 4 years of total teaching experience; having 10 or more years experience in the present school; being a classroom teacher of Humanities to Grade 11 students; and having consistency between present assignment, academic preparation and teaching experience.

Subproblem 4.5

"Does the provision of consultative assistance to colleagues fall predominantly within particular general categories?"

As shown in Table 30, the general category for which the greatest percentage of assistance was provided to teachers in the same school was "Curriculum/Program" with 34 percent of the total provision. "Counseling/Student Services" accounted for 32 percent, followed by "Instruction/Methodology" with 19 percent, "Specialist Equipment/AV Technology" and "Administrative/Organizational" each 6 percent, and "Professional" accounted for 3 percent of the total assistance provided. The provision of assistance to colleagues in other schools was not markedly dissimilar as might reasonably be expected. However, while the two categories "Curriculum/Program" and "Instruction/Methodology" show some parity, there was a noticeable drop in the frequency percentage of assistance provided in the "Counseling/Student

Table 30

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF CONSULTATIVE ASSISTANCE PROVIDED TO TEACHER COLLEAGUES IN THE SAME AND OTHER SCHOOLS, BY GENERAL CATEGORY

General Categories	Provision of Assistance			
	Same School		Other Schools	
	f	%	f	%
Curriculum/Program	74	34[a]	39	44
Instruction/Methodology	41	19	15	17
Specialist Equipment/ AV Technology	13	6	4	4
Counseling/Student Services	67	32	15	17
Professional	7	3	9	10
Administrative/Organizational	13	6	7	8
	215		91	

[a] This means that 34 percent of the total frequency of provision of assistance to teacher colleagues in the same school was within the general category "Curriculum/Program."

Services" category--the one which embodied the greatest single concern area for senior high school teachers--from 32 percent (same school) to 17 percent (other school). Also of interest is the increased percentage of assistance provided to other-school colleagues in the "Professional" category--an increase from 3 percent (same school) to 10 percent.

ALTERNATIVE SOURCES OF FULFILLMENT OF NEEDS

Problem Statement 5

"To what extent are teachers' consultative needs met through various other experiences?"

Subproblem 5.1

"To what extent are teachers' needs for consultative assistance met through:

5.1.1 - shared exchanges in subject/department meetings within their school?

5.1.2 - professional development seminars and conferences conducted by the Edmonton Public School Board?

5.1.3 - Alberta Teachers' Association specialist councils?

5.1.4 - other Alberta Teachers' Association professional development services?

5.1.5 - professional journals and/or other publications?

5.1.6 - contact with university personnel?"

The response items for these questions were: "Not at all," "a little," "moderately," and "considerably." The responses recorded in Table 31 show clearly that teachers tended to be supportive

Table 31

PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES TO NINE RELATED GENERAL QUESTIONS

Related General Questions	Teacher Perceptions					
	Not At All %	A Little %	Moderately %	Considerably %	No Response %	f
To what extent is your need for consultative assistance met through the following:						
1. - shared exchanges in subject/department meetings within your school?	5[a]	11	22	55	7	105
2. - professional development seminars and conferences conducted by the E.P.S.B.?	22	43	21	5	9	103
3. - A.T.A. specialist councils?	55	21	12	2	11	101
4. - other A.T.A. professional development services?	55	25	6	1	13	99
5. - professional journals and/or other publications?	11	38	27	14	10	102
6. - contact with university personnel?	40	32	11	5	13	99
To what extent:						
7. - is your choice of consultant influenced by perceived trust?	9	13	14	47	17	94
8. - do staff facilities and staff accommodation enhance your opportunities to seek or provide consultative assistance?	5	23	37	24	11	101
9. - is access to the most appropriate consultant restricted by organizational structures or administrative procedures?	37	25	15	10	13	98

[a] This means that 5 percent of the 105 respondents believed that "shared exchanges in subject/department meetings" met their needs for consultative assistance "not at all."

towards or positive about those experiences which could be loosely classified as "in-school," whereas they tended to be negative about those experiences and/or services offered by external agencies. In response to the question regarding the extent to which consultative need was met by internal subject and/or department meetings, 55 percent stated "considerably" and a further 22 percent reported "moderately." Collectively, 77 percent of teachers had positive feelings about the value of subject/department meetings, while 16 percent of teachers responded "not at all" or "a little" to this same issue. Questions 2 to 6 can be considered as external alternative sources of needs' fulfillment for teachers and, as alluded to above, have a majority of responses within the negative classifications. Professional development and in-service seminars, as conducted by the Edmonton Public School Board, were rated by 65 percent of teachers as meeting their needs for consultative assistance "not at all" or "a little," compared to 26 percent of teachers who gave a positive rating for this item. The Alberta Teachers' Association specialist councils were similarly negatively rated by 77 percent of respondents compared to 14 percent who believed this service to "moderately" or "considerably" assist them. Other Alberta Teachers' Association professional development services were negatively rated by a record 80 percent of senior high school teachers, for which 7 percent of the 99 percent of responding teachers gave a positive rating. Professional journals and other publications fared somewhat better, for which 49 percent of the 102 respondents rated their value as meeting teachers' needs for consultative assistance "not at all" or "a little." However, 41 percent believed these to be "moderately" or "considerably" meeting their needs. Sixteen percent of teachers rated contact with university personnel as "moderately" or "considerably" meeting their needs for consultative assistance, while 72 percent responded negatively.

Subproblem 5.2

"To what extent do teachers perceive:

5.2.1 - that teachers' choice of consultant is influenced by trust?

5.2.2 - that staff facilities and staff accommodation enhance teachers' opportunities to seek consultative assistance?

5.2.3 - that teachers' access to the most appropriate consultative personnel is restricted by organizational structures or administrative procedures?"

Forty-seven percent of teachers believed that the choice of consultant was "considerably" influenced by trust. A further 14 percent believed this to be "moderately" so, giving a collective positive response of 61 percent. However, 22 percent believed that trust affected the choice of consultant "a little" or "not at all." To the question regarding the extent to which staff facilities and accommodation enhance teachers' opportunities to seek consultative assistance, 61 percent of teachers believed "moderately" or "considerably" so, while 28 percent felt this to be the case "a little" or "not at all." To the final question which addressed the extent to which organizational structures and/or administrative procedures restricted teacher access to the most appropriate consultant, 7

62 percent of teachers perceived "not at all" or "a little," while 25 percent believed this to be so "moderately" or "considerably."

Subproblem 5.3

"What relationship exists between teachers' responses to the nine related general questions and their demographic characteristics?"

Table 32 is a matrix of grouped positive or negative responses to the nine related general questions by sub-classifications of teachers' demographic characteristics. The same combination of demographic sub-classifications as described earlier in this chapter was used here. The four response classifications for the nine questions have been collapsed into two: "Not at all" and "a little" have been combined and appear as sub-classification "A" under each of the abbreviated question statements; and "moderately" and "considerably" have been combined and appear in the matrix as sub-classification "B". In the following description of the salient features appropriate to each of the nine questions, these two sub-classifications will be referred to as "A" or the "negative" response, and "B" or the "positive" response. The high and low percentage responses reflecting the range for the predominant positive or negative response type for each demographic classification only will be reported. Other sub-classification percentages within each classification range are detailed in Table 31.

Subject/department meetings. The positive or "B" response category had the highest percentages throughout. The positive high and low response range within each demographic classification only will be reported and are as follows: Female 83 percent, male 74 percent;

Table 32

PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES TO THE NINE GENERAL RELATED QUESTIONS, BY TEACHERS' DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics			The Nine Related General Questions %																	
			Subject/ Department Meetings		E.P.S.B. Professional Development		A.T.A. Specialist Councils		Other A.T.A. Services		Journals/ Publications		University Personnel		Trust		Accommodation/ Facilities		Structures/ Procedures	
		n	A[a]	B[b]	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Sex:	Male	82	17[d]	74	65	24	73	13	78	6	54	34	72	12	26	57	29	60	63	22
	Female	30	17	83	70	30	87	13	90	10	40	60	77	23	10	77	23	68	60	33
Age:	20-29 yrs	8	-	100	62	37	100	-	87	12	75	25	62	37	24	63	50	37	25	62
	30-39 yrs	37	21	72	69	24	82	10	85	8	51	43	78	15	15	66	23	61	59	29
	40-49 yrs	40	21	80	72	16	49	22	84	6	51	46	79	9	21	64	30	65	69	19
	50+ yrs	27	21	69	51	36	73	6	70	3	35	47	59	14	15	50	21	70	66	14
Post-Secondary Education:	≤4 yrs	51	17	79	65	29	83	10	86	4	65	26	83	8	21	65	28	64	61	30
	5 yrs	25	20	76	72	24	82	12	84	12	44	52	76	20	20	68	32	60	56	32
	≥6 yrs	36	14	75	64	22	64	19	72	8	33	56	58	22	22	56	25	64	69	14
Total Teaching Experience:	1-4 yrs	13	15	85	77	23	100	-	92	8	77	23	85	15	23	62	39	54	46	46
	5-9 yrs	24	13	83	63	33	88	-	83	8	54	38	67	25	21	76	29	63	62	29
	10-14 yrs	35	23	74	66	28	69	23	80	11	40	52	74	17	14	69	31	60	71	17
	15+ yrs	39	15	47	66	21	72	13	80	3	49	41	75	8	29	51	21	69	63	23
Present School Experience:	1 yr	15	7	93	60	40	80	13	87	-	67	27	67	27	27	67	20	80	66	34
	2-4 yrs	21	33	67	71	27	90	10	86	9	57	38	71	24	19	67	48	43	57	33
	5-9 yrs	32	16	77	62	28	75	16	78	13	50	41	78	12	22	66	22	66	69	22
	10+ yrs	43	14	75	67	19	69	14	79	5	42	47	72	9	21	55	26	63	58	21
Position in School:[c]	AP	3	-	100	67	33	67	33	67	-	33	67	33	33	33	33	-	100	67	-
	DH	18	11	89	56	39	78	13	89	6	50	50	62	22	6	83	17	78	67	28
	CT	84	17	75	66	25	75	13	79	8	50	38	73	14	24	58	28	61	63	23
	L	3	33	67	100	-	100	-	100	-	67	33	67	33	67	33	67	33	67	33
	C	1	-	100	100	-	100	-	100	-	-	100	100	-	-	100	-	100	100	-
Grade Level Taught:	10	48	21	77	67	27	81	13	86	8	60	35	81	13	21	69	27	63	71	21
	11	25	8	84	68	24	72	16	80	8	44	48	76	12	20	64	24	68	60	28
	12	20	20	75	70	15	65	20	75	10	40	45	60	25	10	65	35	50	50	35
Consistency-Academic Prep.:	Yes	98	16	77	68	23	77	13	81	8	46	44	73	14	22	60	29	60	62	24
	No	14	21	79	50	43	79	14	86	-	79	21	71	21	21	79	21	79	64	36
Consistency-Teaching Exp.:	Yes	103	16	78	66	26	78	13	81	7	51	41	74	15	21	63	27	62	61	27
	No	6	33	67	67	33	67	33	100	-	50	50	67	33	33	67	33	67	83	17
Subject Area:[e]	Bus./Ind.	48	20	72	62	23	89	8	72	10	52	33	75	8	20	64	27	58	66	16
	Human.	31	9	83	64	29	74	9	74	9	35	51	64	19	19	61	22	67	51	33
	Math./Sci.	26	23	73	73	23	84	11	100	-	73	26	80	15	26	50	38	57	53	34
	Phys. Ed.	3	33	67	67	33	67	33	100	-	33	67	67	33	-	100	-	100	100	-
	Fine Arts	4	25	75	75	25	100	-	100	-	-	100	75	25	25	75	25	75	100	-
Means			17	83	67	26	79	13	84	6	48	45	72	19	21	65	27	65	65	22

[a] A represents the combined classification "Not at all/A little."

[b] B represents the combined classification "Moderately/Considerably."

[c] AP = Assistant Principal, DH = Department Head, CT = Classroom Teacher, L = Librarian, C = Counselor.

[d] This means that 17 percent of the male responses to the statement regarding "shared exchanges in subject/department meetings" were within the combined classification "Not at all/A little."

[e] Bus./Ind. = Business/Industrial and comprises Business Education, Home Economics and Industrial/Vocational Education; Human. = Humanities and comprises English, Modern/Second Languages, Social Science, and Student Services; Math./Sci. = Mathematics/Science and also includes Special programs; Phys. Ed. = Physical Education.

20-29 years age range 100 percent, 50 or more years age range 69 percent; 4 or fewer years of post-secondary education 79 percent, 6 or more years 75 percent; 1 to 4 years of total teaching experience 85 percent, 10 or more years 74 percent; first year of present school experience 93 percent, 2 to 4 years 67 percent; department head 89 percent, classroom teacher 75 percent (other classifications of school position are not reported in this range because of the small frequencies involved); Grade 11 teachers 84 percent, Grade 12 teachers 75 percent; consistency between present assignment and academic preparation 77 percent, inconsistency 79 percent; consistency between present assignment and teaching experience 78 percent, inconsistency 67 percent; Humanities teachers as a subject area 83 percent, Business/Industrial teachers 72 percent. The positive response range in relation to this first item was from 67 percent to 100 percent, while the negative range was from zero to 33 percent.

E.P.S.B. professional development. The predominant responses to this item fell within the "A" or negative classification. The negative high and low percentages within each demographic classification only will be reported, as for the first of the nine related questions: female 70 percent, male 65 percent; 40-49 years age range 72 percent, 20-29 years age range 62 percent; 5 years of post-secondary education 72 percent, 6 or more years 64 percent; 1 to 4 years total teaching experience 77 percent, 5 to 9 years 63 percent; 2 to 4 years present school experience 71 percent, first year in present school 60 percent; classroom teacher 66 percent, department head 56 percent; Grade 12 teachers 70 percent, Grade 10 teachers 67 percent; consistency between present assignment and academic preparation 68 percent, inconsistency 50 percent; consistency between present assignment and teaching experience 66 percent, inconsistency 67 percent; Mathematics/Science teachers 73 percent, Business/Industrial teachers 62 percent.

The negative or "A" response range was from 50 percent to 77 percent, while the positive or "B" responses ranged from 15 percent to 43 percent.

A.T.A. specialist councils. The predominant response category was again the negative or "A" type across all demographic classifications. The range of negative responses within each demographic classification was as follows: female 87 percent, male 73 percent; 20-29 years age range 100 percent, 40-49 years 49 percent; 4 or fewer years of post-secondary education 83 percent, 6 or more years 64 percent; 1 to 4 years of total teaching experience 100 percent, 10 to 14 years 69 percent; 2 to 4 years of present school experience 90 percent, 10 or more years 69 percent; department head 78 percent, classroom teacher 75 percent; Grade 10 teachers 81 percent, Grade 12 teachers 65 percent; consistency between present assignment and academic preparation 77 percent, inconsistency 79 percent; consistency between present assignment and teaching experience 78 percent, inconsistency 67 percent; Business/Industrial teachers 89 percent, Humanities teachers 74 percent. The percentage response range for the negative or "A" category ranged from 49 percent to 100 percent, and the positive or "B" category was from zero to 33 percent.

Other A.T.A. services. Responses were predominantly negative or "A" and, with a few exceptions, tended to be greater than those recorded for A.T.A. specialist councils. The range of negative responses within each demographic classification was as follows: female 90 percent, male 78 percent; 20-29 years age range 87 percent, 50 or more years 70 percent; 4 or fewer years of post-secondary education 86 percent, 6 or more years 72 percent; 1 to 4 years of total teaching experience 92 percent, 10 or more years 80 percent; first year in the present school 87 percent, 5 to 9 years 78 percent; department head 89 percent, classroom teacher 79 percent; Grade 10 teachers 86 percent, Grade 12 teachers 75 percent; consistency between present assignment and academic preparation 81 percent, inconsistency 86 percent; consistency between present assignment and teaching experience 81 percent, inconsistency 100 percent; Mathematics/Science teachers 100 percent, Business/Industrial teachers 72 percent. The negative or "A" responses ranged from 70 percent to 92 percent, while the positive or "B" responses ranged from a low of zero to a high of 13 percent.

Journals/publications. While the greater percentage of responses were negative or "A" category, the disparity between positive and negative was less marked and, in certain sub-classifications, reversed the general trend. The majority response for "A" or "B" category will be reported where the lower end of the predominant negative range is less than the percentage for the opposite classification. For example: male "A" = 54 percent, female "B" = 60 percent; 20-29 years age range "A" = 75 percent, 50 or more years "B" = 47 percent; 4 or fewer years of post-secondary education "A" = 65 percent, 6 or more years "B" = 56 percent; 1 to 4 years of total teaching experience "A" = 77 percent, 10 to 14 years "B" = 52 percent; first year in the present school "A" = 67 percent, 10 or more years "B" = 47 percent; department head "A"/"B" = 50 percent each, classroom teacher "A" = 50 percent; Grade 10 teacher "A" = 60 percent, Grade 11 teacher "B" = 48 percent; consistency between present assignment and academic preparation "A" = 46 percent, inconsistency "A" = 79 percent; consistency between present assignment and teaching experience "A" = 51 percent, inconsistency "A"/"B" = 50 percent each; Mathematics/Science teachers "A" = 73 percent, Humanities "B" = 51 percent. The range for "A" responses was from a high of 79 percent to a low of 33 percent, while the range for "B" responses was from a high of 60 percent to a low of 21 percent.

University personnel. Responses for this question were again predominantly negative or "A" category. The negative range within each demographic classification was as follows: female 77 percent, male 72 percent; 40-49 years age range 79 percent, 50 or more years 59 percent; 4 or fewer years of post-secondary education 83 percent, 6 or more years 58 percent; 1 to 4 years of total teaching experience 85 percent, 5 to 9 years 67 percent; 5 to 9 years present school experience 78 percent, first year in the present school 67 percent; classroom teacher 73 percent, department head 62 percent; Grade 10 teacher 81 percent, Grade 12 teacher 60 percent; consistency between present assignment and academic preparation 73 percent, inconsistency 71 percent; consistency between present assignment and teaching experience 74 percent, inconsistency 67 percent; Mathematics/Science teachers 80 percent, Humanities teachers 64 percent. The range for "A" responses was from 85 percent to 58 percent, and the range for "B" responses was from 37 percent to 8 percent.

Trust. All sub-classifications showed a majority of positive or "B" category responses. The positive range within each demographic classification was as follows: female 77 percent, male 57 percent; 30-39 years age range 66 percent, 50 or more years 50 percent; 5 years of post-secondary education 68 percent, 6 or more years 56 percent; 5 to 9 years of total teaching experience 76 percent, 15 or more years 51 percent; 1 to 4 years in the present school 67 percent, 10 or more years 55 percent; department head 83 percent, classroom teachers 58 percent; Grade 10 teachers 69 percent, Grade 11 teachers 64 percent; consistency between present assignment and academic preparation 60 percent, inconsistency 79 percent; consistency between present assignment and teaching experience 63 percent, inconsistency 67 percent; Business/Industrial teachers 64 percent, Mathematics/Science teachers 50 percent. The response range for the "B" or positive category was from 83 percent to 50 percent, while the response range for the "A" or negative category was from 26 percent to 10 percent.

Accommodation/facilities. In all but two instances, the majority percentage favoured the "B" or positive category. The high and low percentages of the positive range within each demographic classification were as follows: female 68 percent, male 60 percent; 50 or more years age range "B" = 70 percent, 20-29 years age range "A" = 50 percent; 4 or fewer years and 6 or more years of post-secondary education 64 percent, 5 years 60 percent; 15 or more years total teaching experience 69 percent, 1 to 4 years 54 percent; first year in the present school "B" = 80 percent, 2 to 4 years "A" = 48 percent; department head 78 percent, classroom teacher 61 percent; Grade 11 teacher 68 percent, Grade 10 teacher 63 percent; consistency between present assignment and academic preparation 79 percent, inconsistency 60 percent; consistency between present assignment and teaching experience 62 percent, inconsistency 67 percent; Humanities teachers 67 percent, Mathematics/Science teachers 57 percent. The positive response range was from 80 percent to 37 percent, while the negative response range was from 50 percent to 17 percent.

Structures/procedures. Because of the wording of the question, the "A"-"B" categories are reversed, so that the "A" response represents the positive answers and the "B" response represents the negative answers. Only one response sub-classification had a higher negative percentage of responses, though one other had an equal percentage for "A" and "B" categories. The high and low percentages of the positive range are reported: male 63 percent, female 60 percent; 40-49 years age range "A" = 69 percent (positive), 20-29 years age range "B" = 62 percent (negative); 6 or more years of post-secondary education 69 percent, 5 years 56 percent; 10 to 14 years of total teaching experience 71 percent, 1 to 4 years "A"/"B" = 46 percent each; 5 to 9 years of present school experience 69 percent, 2 to 4 years 57 percent; department heads 67 percent, classroom teachers 63 percent; Grade 10 teachers 71 percent, Grade 12 teachers 50 percent; consistency between present assignment and academic preparation 62 percent, inconsistency 64 percent; consistency between present assignment and teaching experience 61 percent, inconsistency 83 percent; Business/Industrial teachers 66 percent, Humanities teachers 51 percent. The positive or "A" range of responses was from 83 percent to 25 percent, while the negative or "B" range for this question was from 62 percent to 14 percent.

SUMMARY

Data pertaining to three separate Problem Statements were reported in this chapter.

The first of these dealt with the extent to which senior high school teachers desire, but do not seek consultative assistance. Twenty-one percent of teachers reported that there were occasions when they had desired, but had not sought help. Almost half of these teachers had desired this assistance once or twice per month. The predominant organizational reasons given for not seeking desired assistance were that teachers did not have time, nor was time for consultation made available as a permanent and/or regular provision by the school administration. Personal reasons included that senior high school teachers knew more about their subject matter and methodology than did consultants, and that personal problems require personal solutions.

The bulk of concerns for which teachers desired but did not seek assistance fell within the "Counseling/Student Services" and "Curriculum/Program" general categories. The sub-classifications having greatest mean need for assistance which was not sought were male teachers, those in the 20-29 years age range, those with 5 years of post-secondary education, having 1 to 4 years of total teaching experience (or) 5 to 9 years experience in the present school, being classroom teachers by designation, Grade 12 teachers of Humanities subjects experiencing consistency between present assignment, academic preparation and teaching experience.

The fourth Problem Statement dealt with the extent to which teachers provided consultative assistance to their colleagues in the same and other schools.

Seventy-nine percent of teachers provided assistance to colleagues in the same school, and approximately 42 percent of such provision was once or twice per week. Alternatively, 46 percent provided assistance to colleagues in other schools, for which approximately 45 percent of such was provided once or twice per year. The general categories reflecting greatest provision were "Curriculum/Program," "Counseling/Student Services" and "Instruction/Methodology."

Some particular sub-classifications within the demographic analysis provided more assistance per teacher to colleagues in the same and other schools than did other sub-classifications. These included department heads, Mathematics/Science teachers, and those teachers experiencing inconsistency between their present assignment, academic preparation and teaching experience. Grade 11 teachers gave most help to teachers in the same school, while Grade 12 teachers provided most help to teachers in other schools. Teachers with 10 or more years total experience, and 10 to 14 years of present school experience assisted their same-school colleagues the most frequently, while those with 2 to 4 years present school experience and 15 or more years of total teaching experience assisted other school colleagues the most frequently. Male and female teachers provided assistance virtually equally to same-school colleagues; however, female teachers assisted other-school teachers more than did their male peers. Finally, teachers in the 20-29 years age range assisted same-school teachers the most often, whereas those in the 40-49 years age range assisted teachers in other schools the most frequently.

Teachers' responses to the nine related general questions revealed that they tended to support in-school activities or experiences which represented potential alternative sources of consultative assistance, but rated negatively the value of various external agencies. A majority of teachers rated as "moderately" or "considerably" the value of subject/department meetings in meeting their needs for assistance; the importance of trust in influencing their choice of consultant; and staff facilities and accommodation as enhancing their opportunities to seek assistance. However, a majority ranked as "a little" or "not (none) at all" the value of Edmonton Public School Board professional development seminars; the Alberta Teachers' Association specialist councils; other Alberta Teachers' Association professional development services; professional journals; and contact with university personnel in meeting their needs for consultative assistance. Administrative procedures and organizational structures were rated by a majority of teachers as restricting access to the most appropriate consultant "a little" or "not at all."

Analysis of these nine questions by demographic characteristics produced the following response means. The mean negative response recorded across all demographic sub-classifications for subject/

department meetings was 17 percent compared to the mean positive response of 83 percent. For Edmonton Public School Board professional development seminars, the negative mean was 67 percent compared to the positive mean of 26 percent. The Alberta Teachers' Association "specialist councils" positive mean was 13 percent, while the negative mean was 79 percent; the Alberta Teachers' Association other professional development services had a positive mean of 6 percent and a negative mean of 84 percent. The positive mean for "Journals" was 45 percent, while the negative mean was 48 percent; "University personnel" positive mean was 19 percent compared to the negative mean of 72 percent; "Trust" had a positive mean of 65 percent and a negative mean of 21 percent; "Accommodation and facilities" positive mean was 65 percent and the negative mean was 27 percent; and the negative mean for the extent to which organizational structures and administrative procedures restricted access to the most appropriate consultant was 65 percent compared to the positive mean of 22 percent.

Chapter 8

PROVISION OF CONSULTATIVE ASSISTANCE BY EXTERNAL CONSULTATIVE PERSONNEL

Data provided by Edmonton Public School Board supervisory and consultative personnel to an equivalent questionnaire to that distributed to senior high school teachers are reported in this chapter. The appropriate Problem Statement was as follows: "What are the responses of Edmonton Public School Board supervisors and consultants to similar questions relating to the provision of consultative assistance to senior high school teachers?"

Subproblem 6.1

"For which educational concerns do consultants report having provided consultative assistance to senior high school teachers?"

With the exception of two educational concern statements, over 50 percent of all the respondent external consultative personnel provided consultative assistance for all 39 educational concerns. One of the two (for both of which 45 percent of consultants provided assistance) was the concern for which senior high school teachers, collectively, experienced greatest need for assistance--"Dealing with tardiness and/or absenteeism." The other--also an item of major concern for teachers--was "Dealing with student personal problems."

One hundred percent of the consultants provided assistance for 2 of the 39 concerns. These were: "Determining expectations for student achievement," and "Obtaining information on professional development/in-service programs." Ninety-five percent of consultants reported having provided assistance for "Determining established school programs/standards," and "Selecting 'best' instructional materials," and 90 percent for "Determining course objectives," "Planning and/or utilizing evaluation procedures" and "Utilizing paraprofessionals/parent volunteers."

The five concern statements for which 85 percent of consultants reported having provided assistance included: "Developing course outlines," "Determining 'best' techniques for content presentation," "Obtaining information on new specialist/AV equipment," "Utilizing kits, games and charts," and "Interpreting school regulations, policies and guidelines."

Eighty percent of consultants reported giving help in the following areas: "Determining 'best' sequencing for content presentation," "Developing and/or utilizing remedial programs and materials," "Improving student motivation," "Obtaining information on teacher evaluation, promotion, transfer, and sabbatical applications," and "Obtaining information on records, filing, administrative procedures." A complete analysis of all assistance provided is presented in Table 33.

Subproblem 6.2

"With what frequency do consultants report that such consultative assistance is provided for each educational concern?"

Consultants were asked to give approximations of the number of occasions on which consultative assistance was provided to senior high

Table 33

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF 20 SUPERVISORY/CONSULTATIVE PERSONNEL ABOUT THE EDUCATIONAL CONCERNS FOR WHICH THEY PROVIDED CONSULTATIVE ASSISTANCE TO SENIOR HIGH SCHOOL TEACHERS

Educational Concerns	Consultants' Provision of Assistance	
	f	%
Curriculum/Program		
Determining:		
1. - established school programs/standards.	19[a]	95[a]
2. - teaching-time/subject allocation......	14	70
3. - expectations for student achievement..	20	100
4. - course objectives....................	18	90
5. Developing course outlines...............	17	85
6. Selecting "best" instructional materials.	19	95
Instruction/Methodology		
Planning and/or utilizing:		
7. - evaluation procedures..................	18	90
8. - individualized instruction............	15	75
9. - small group instruction................	14	70
10. - team-teaching techniques..............	10	50
11. - problem-solving/inquiry techniques....	11	55
12. - questioning techniques................	13	65
Determining "best":		
13. - techniques for content presentation...	17	85
14. - sequencing for content presentation...	16	80
Specialist Equipment/AV Technology		
Selecting and/or:		
15. - operating specialist/AV equipment.....	10	50
16. - developing specialist/AV equipment....	11	55
17. Obtaining information on new equipment...	17	85
18. Utilizing kits, games, charts...........	17	85
Counseling/Student Services		
Developing and/or utilizing:		
19. - remedial programs and materials.......	16	80
20. - accurate reporting procedures.........	13	65
Dealing with:		
21. - tardiness and/or absenteeism..........	9	45
22. - student personal problems.............	9	45
Improving:		
23. - classroom control and discipline......	15	75
24. - student motivation....................	16	80
25. Obtaining student background information.	10	50
26. Determining student needs/abilities......	15	75
27. Diagnosing learning difficulties.........	12	60
Professional		
Obtaining information on:		
28. - rights and responsibilities...........	12	60
29. - professional development/in-service...	20	100
30. - teacher evaluation/promotion/transfer.	16	80
31. - supervision/liability/negligence......	12	60
32. Resolving conflicts with colleagues......	14	70
33. Developing educational philosophy........	15	75
Administrative/Organizational		
Obtaining information on:		
34. - records/administrative procedures.....	16	80
35. - field-trips/excursions................	15	75
36. - budgeting/money control...............	14	70
37. - extra-curricula responsibilities......	10	50
38. Utilizing paraprofessionals/parents......	18	90
39. Interpreting policies/regulations........	17	85

[a] This means that 19 in number, or 95 percent of all supervisory/consultative personnel provided consultative assistance to senior high school teachers in relation to the educational concern "Determining established school programs/standards."

school teachers for each of the 39 educational concerns for the current academic year. As with teachers, this required a recall of up to eight months and it was considered that absolute numerical accuracy would be impossible to obtain. The four response classifications used for consultants were: never, seldom, frequently, and continually (as shown in Table 34).

The highest percentages for assistance which consultants reported as having provided "continually" were: "Obtaining information on professional development/in-service programs" 40 percent; "Determining established school programs/standards" 35 percent; "Determining course objectives," "Selecting 'best' instructional materials," and "Developing educational philosophy" each 25 percent.

The concern statements for which consultants reported having provided assistance "frequently" included: "Selecting 'best' instructional materials" and "Planning and/or utilizing evaluation procedures" each 40 percent; "Determining expectations for student achievement" and "Determining 'best' techniques for content presentation" each 35 percent; and "Determining established school programs/standards," "Determining 'best' sequencing for content presentation," "Improving student motivation," "Obtaining information on professional development/in-service programs," "Developing educational philosophy," and "Utilizing paraprofessionals/parent volunteers" each 30 percent.

The "seldom" classification recorded higher percentages of consultants reporting the infrequency of their provision of help to teachers. The noteworthy concern statements were: "Utilizing kits, games and charts" 50 percent; "Determining teaching-time/subject

Table 34

PERCENTAGE FREQUENCY DISTRIBUTIONS OF 20 CONSULTANT RESPONSES OF THE OCCASIONS ON WHICH THEY PROVIDED CONSULTATIVE ASSISTANCE TO TEACHERS, FOR EACH OF THE 39 EDUCATIONAL CONCERNS, AND THOSE FOR WHICH SUCH PROVISION WAS RECURRING

Educational Concerns	Occasions of Provision						Recurring	
	%						%	
	Never	Seldom	Frequently	Continually	No Response	f	Recurring Need	f
Curriculum/Program								
Determining:								
1. - established school programs/standards.	5[a]	25	30	35	5	20[a]	40[b]	8[b]
2. - teaching-time/subject allocation......	30	30	15	15.	10	20	10	2
3. - expectations for student achievement..	-	45	35	15	5	20	15	3
4. - course objectives....................	5	35	25	25	5	19	30	6
5. Developing course outlines..............	15	40	25	15	5	20	20	4
6. Selecting "best" instructional materials.	5	30	40	25	-	20	30	6
Instruction/Methodology								
Planning and/or utilizing:								
7. - evaluation procedures.................	5	35	40	10	5	19	30	6
8. - individualized instruction............	25	45	15	5	10	20	15	3
9. - small group instruction...............	30	40	15	5	10	20	10	2
10. - team-teaching techniques..............	50	15	15	5	15	20	5	1
11. - problem-solving/inquiry techniques....	40	10	10	15	20	20	10	2
12. - questioning techniques................	30	20	10	15	20	20	15	3
Determining "best":								
13. - techniques for content presentation...	15	30	35	10	10	20	15	3
14. - sequencing for content presentation...	20	20	30	10	20	20	10	2
Specialist Equipment/AV Technology								
Selecting and/or:								
15. - operating specialist/AV equipment.....	50	35	-	-	15	20	10	2
16. - developing specialist/AV equipment....	45	30	10	5	10	20	-	-
17. Obtaining information on new equipment...	15	45	25	5	10	20	15	3
18. Utilizing kits, games, charts............	15	50	15	-	4	20	10	2
Counseling/Student Services								
Developing and/or utilizing:								
19. - remedial programs and materials.......	20	40	20	5	15	20	15	3
20. - accurate reporting procedures.........	35	35	10	-	4	20	5	1
Dealing with:								
21. - tardiness and/or absenteeism..........	55	15	10	-	20	20	-	-
22. - student personal problems.............	55	20	5	-	20	20	-	-
Improving:								
23. - classroom control and discipline......	25	35	15	20	5	20	20	4
24. - student motivation....................	20	20	30	20	10	20	20	4
25. Obtaining student background information.	50	15	10	5	20	20	-	-
26. Determining student needs/abilities......	25	30	25	5	15	20	10	2
27. Diagnosing learning difficulties.,.......	40	25	10	10	15	20	10	2
Professional								
Obtaining information on:								
28. - rights and responsibilities...........	40	30	15	-	15	20	-	-
29. - professional development/in-service...	-	25	30	40	5	20	30	6
30. - teacher evaluation/promotion/transfer.	20	25	25	15	15	20	20	4
31. - supervision/liability/negligence......	40	20	5	10	25	20	5	1
32. Resolving conflicts with colleagues......	30	45	-	5	20	20	10	2
33. Developing educational philosophy........	25	15	30	25	5	20	20	4
Administrative/Organizational								
Obtaining information on:								
34. - records/administrative procedures.....	20	30	10	20	20	20	10	2
35. - field-trips/excursions................	25	35	15	5	20	20	10	2
36. - budgeting/money control,..............	25	20	25	20	5	19	25	5
37. - extra-curricula responsibilities......	40	15	10	15	10	19	15	3
38. Utilizing paraprofessionals/parents......	10	55	30	-	5	20	5	1
39. Interpreting policies/regulations........	15	35	15	20	15	20	15	3

[a] This means that 5 percent of consultative personnel indicated that on no occasion ("never") had they provided consultative assistanbe to teachers for the educational concern "Determining established school programs/standards."

[b] This means that 8 consultative personnel, or 40 percent, indicated that their provision of consultative assistance for this first educational concern represented a "recurring need" for a majority of teachers.

allocation," "Planning and/or utilizing individualized instruction," "Obtaining information on new specialist/AV equipment," and "Resolving conflicts with colleagues" 45 percent each. Those items registering 40 percent of consultants' responses within the "seldom" classification included "Developing course outlines," "Planning and/or utilizing small group instruction," and "Developing and/or utilizing remedial programs and materials."

The concern statements for which high percentages of consultants reported having "never" provided consultative assistance to teachers included: "Planning and/or utilizing team-teaching techniques," "Selecting and/or operating specialist/AV equipment," and "Obtaining adequate student background information" all 50 percent; and "Dealing with tardiness and/or absenteeism" and "Dealing with student personal problems" both 55 percent.

In Table 35 the two classifications "continually" and "frequently" and the two classifications "seldom" and "never" were combined, respectively, and a percentage-response rank-ordering of educational concerns reflecting these combined classifications is provided. An interesting result is the noticeably higher percentage frequencies in the "seldom-never" classification than in the "continually-frequently" classification of occasions of provision.

The educational concern for which 70 percent of consultants collectively provided the greatest percentage of assistance to teachers, either continually or frequently, was "Obtaining information on professional development/in-service programs." The next most prevalent provision of assistance, either continually or frequently, and provided by 65 percent of consultants, was for the concerns

Table 35

PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE OCCASIONS ON WHICH EXTERNAL CONSULTANTS PROVIDED CONSULTATIVE ASSISTANCE TO SENIOR HIGH SCHOOL TEACHERS FOR HIGH-RESPONSE CONCERN STATEMENTS, BY COLLAPSED CLASSIFICATIONS

"Continually or Frequently"		"Seldom or Never"	
Educational Concerns	%	Educational Concerns	%
29. Obtaining information on professional development/in-service programs.	70[a]	15. Selecting and/or operating specialist/AV equipment.	85
1. Determining established school programs/standards.	65	16. Selecting and/or developing specialist/AV equipment.	75
6. Selecting "best" instructional materials.	65	22. Dealing with student personal problems.	75
33. Developing educational philosophy.	55	32. Developing educational philosophy.	75
3. Determining expectations for student achievement.	50	8. Planning and/or utilizing individualized instruction.	70
4. Determining course objectives.	50	9. Planning and/or utilizing small group instruction.	70
7. Planning and/or utilizing evaluation procedures.	50	20. Developing and/or utilizing accurate reporting procedures.	70
24. Improving student motivation.	50	21. Dealing with tardiness and/or absenteeism.	70
13. Determining "best" techniques for content presentation.	45	28. Obtaining information on legal/professional rights and responsibilities.	70
37. Obtaining information on extra-curricula responsibilities.	45	10. Planning and/or utilizing team-teaching techniques.	65
5. Developing course outlines.	40	18. Utilizing kits, games, and charts.	65
14. Determining "best" sequencing for content presentation.	40	25. Obtaining adequate student background information.	65
30. Obtaining information on teacher evaluation, promotion, transfer, sabbatical applications.	40	27. Diagnosing learning difficulties.	65
23. Improving classroom control and discipline.	35	2. Determining teaching-time/subject allocation.	60
39. Interpreting school regulations, policies, and guidelines.	35	17. Obtaining information on new specialist/AV equipment.	60
17. Obtaining information on new specialist/AV equipment.	30	31. Obtaining information on supervision, liability, negligence concerns.	60
26. Determining the needs/abilities of individual students.	30	26. Determining the needs/abilities of individual students.	55
34. Obtaining information of records, filing, administrative procedures.	30	11. Planning and/or utilizing problem-solving/inquiry/discovery techniques.	50
38. Utilizing paraprofessionals/parent volunteers.	30	12. Planning and/or utilizing questioning techniques.	50

---

[a] This means that 70 percent of consultants provided assistance to teachers about "Obtaining information on professional development/in-service programs" either "continually" or "frequently."

"Determining established school programs/standards" and "Selecting 'best' instructional materials."

Subproblem 6.2.1

"Which educational concerns do consultants report as being recurring for teachers?"

The concern statement having the highest frequency and percentage frequency response was item number 1, "Determining established school programs/standards," which 40 percent of consultants rated as "recurring" for teachers. Thirty percent of consultants indicated that "Determining course objectives," "Selecting 'best' instructional materials," "Planning and/or utilizing evaluation procedures" and "Obtaining information on professional development/in-service programs" were recurring concerns for teachers. One concern statement--"Obtaining information on extra-curricula responsibilities"--was classified as recurring by 25 percent of respondents, while 20 percent rated a further five educational concerns as recurring for teachers. The complete listing of statements rated as recurring by the respective percentages of consultants is shown in Table 34. The high frequency ratings on this table correlate, for the most part, with the high frequency concerns in the "continually-frequently" category in Table 35.

Subproblem 6.3

"For which three educational concerns do consultants report having provided consultative assistance most frequently?"

The general category reflecting the greatest provision of assistance to teachers by external consultants was "Curriculum/Program" with 28 percent of the total. The category of next most frequent provision was "Professional" with 16 percent of the total assistance provided.

Thirty percent of consultants reported that "Determining established school programs/standards," "Obtaining information on professional development/in-service programs" and "Selecting 'best' instructional materials" were among the three educational concerns for which they provided consultative assistance most frequently. Fifteen percent of consultants indicated that "Planning and/or utilizing evaluation procedures" was a concern for which assistance was provided most frequently. Five other concern statements were so rated by 10 percent of consultative personnel, and a further 17 concerns were reported by 5 percent of consultants. Thirteen of the 39 educational concerns were not rated by consultants as being among those for which assistance had been provided most frequently, as shown in Table 36.

Subproblem 6.3.1

"What are the specific aspects of teachers' needs within these three educational concerns as reported by consultants?"

The specific problems that teachers experienced, appropriate to the three educational concerns for which assistance was provided most frequently, are presented in Table 37. Consultants did not, however, enunciate these specific aspects for 15 of the 26 concerns which appear in Table 35.

A sample of those aspects mentioned for each of the three concerns for which 30 percent of consultants provided assistance is

Table 36

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE THREE EDUCATIONAL CONCERNS FOR WHICH CONSULTANTS PROVIDED ASSISTANCE TO TEACHERS MOST FREQUENTLY

Educational Concerns	Educational Concerns Entailing Most Frequent Provision of Assistance	
	f	%
Curriculum/Program		
Determining:		
1. - established school programs/standards.	6	30[a]
2. - teaching-time/subject allocation......	1	5
3. - expectations for student achievement..	2	10
4. - course objectives.....................	2	10
5. Developing course outlines..............	2	10
6. Selecting "best" instructional materials.	6	30
Instruction/Methodology		
Planning and/or utilizing:		
7. - evaluation procedures.................	3	15
8. - individualized instruction............	-	-
9. - small group instruction...............	-	-
10. - team-teaching techniques.............	-	-
11. - problem-solving/inquiry techniques....	-	-
12. - questioning techniques................	1	5
Determining "best":		
13. - techniques for content presentation...	1	5
14. - sequencing for content presentation...	-	-
Specialist Equipment/AV Technology		
Selecting and/or:		
15. - operating specialist/AV equipment.....	-	-
16. - developing specialist/AV equipment....	1	5
17. Obtaining information on new equipment...	1	5
18. Utilizing kits, games, charts............	-	-
Counseling/Student Services		
Developing and/or utilizing:		
19. - remedial programs and materials.......	1	5
20. - accurate reporting procedures.........	-	-
Dealing with:		
21. - tardiness and/or absenteeism..........	-	-
22. - student personal problems.............	-	-
Improving:		
23. - classroom control and discipline......	-	-
24. - student motivation....................	1	5
25. Obtaining student background information.	-	-
26. Determining student needs/abilities......	1	5
27. Diagnosing learning difficulties.........	1	5
Professional		
Obtaining information on:		
28. - rights and responsibilities...........	-	-
29. - professional development/in-service...	6	30
30. - teacher evaluation/promotion/transfer.	2	10
31. - supervision/liability/negligence......	1	5
32. Resolving conflicts with colleagues......	1	5
33. Developing educational philosophy........	1	5
Administrative/Organizational		
Obtaining information on:		
34. - records/administrative procedures.....	1	5
35. - field-trips/excursions................	1	5
36. - budgeting/money control...............	1	5
37. - extra-curricula responsibilities......	1	5
38. Utilizing paraprofessionals/parents......	1	5
39. Interpreting policies/regulations........	2	10

[a] This means that 30 percent of consultants provided assistance for the concern "Determining established school programs/standards" as one of the three for which they provided consultative assistance most frequently.

Table 37

SPECIFIC ASPECTS WITHIN THE THREE EDUCATIONAL CONCERNS FOR WHICH SUPERVISORY/CONSULTATIVE PERSONNEL MOST FREQUENTLY PROVIDED CONSULTATIVE ASSISTANCE

Educational Concern

1. "Determining established school programs/standards."
   - ascertaining which areas of study to emphasize or change;
   - establishing strategies to deal with unit components;
   - analysing components of designated areas;
   - assessing consistency and standards;
   - planning for more effective use of resources.

3. "Determining expectations for student achievement."
   - ascertaining Provincial standards;
   - balancing course units within subject areas;
   - equating student ability with established achievement standards/expectations;
   - relating school expectations to vocational aspirations.

4. "Determining course objectives."
   - developing long-range course objectives;
   - incorporating change into established curriculum;
   - prioritizing requirements against individual student abilities;
   - planning assignments and instruction;
   - creating strategies for presentation.

5. "Developing course outlines."
   - assisting in advance planning of skills, objectives, and materials;
   - planning short and long term units;
   - sequencing instructional materials;
   - assistance in researching topics.

6. "Selecting 'best' instructional materials."
   - disseminating low access materials;
   - locating materials for particular units;
   - selecting most appropriate materials;
   - advising best exploitation of existing materials;
   - selecting core from ancillary materials;
   - testing and comparing various media.

7. "Planning and/or utilizing evaluation procedures."
   - developing variety in evaluation techniques;
   - utilizing statistical procedures;
   - creating progressive/cumulative evaluation programs.

13. "Determining 'best' techniques for content presentation."
   - how to translate specific and general objectives into classroom practice.
   - how to present material in the most interesting manner;
   - developing actual strategies for classroom presentation;
   - how to improve learning atmosphere.

17. "Obtaining information on new specialist/AV equipment."
   - what is available;
   - how does the new supersede the old;
   - how can AV or other equipment improve present teaching techniques.

29. "Obtaining information on professional development/in-service programs."
   - organizing workshops to fill void;
   - trying to provide professional development with insufficient resources;
   - trying to provide individual professional development with insufficient time.

38. "Utilizing paraprofessionals/parent volunteers."
   - providing information on available relevant resource persons;
   - assisting at parent meetings;
   - providing information on in-school use of paraprofessionals.

39. "Interpreting school regulations, policies, guidelines."
   - clarifying the role of supervision;
   - clarifying/interpreting education policies and regulations;
   - referring teachers to their principal about specific school problems.

as follows:

"Determining established school programs/standards"

- ascertaining which areas of study to emphasize or change;
- assessing consistency and standards;
- planning for more effective use of resources.

"Selecting 'best' instructional materials"

- locating materials for particular units;
- advising best exploitation of existing materials;
- testing and comparing various media.

"Obtaining information on professional development/in-service programs"

- trying to provide individual professional development with insufficient time;
- organizing workshops to fill void;
- recommending professional-development reading;
- trying to stretch limited resources.

The complete paraphrased and grouped listing appears in Table 37.

Subproblem 6.3.2

"What general level of satisfaction do consultants report in the provision of consultative assistance for these three educational concerns?"

The percentage frequency distributions of consultants' ratings of satisfaction with the provision of assistance for those educational concerns are presented in Table 38.

Table 38

PERCENTAGE FREQUENCY DISTRIBUTIONS OF CONSULTANT-FELT SATISFACTION WITH THE PROVISION OF CONSULTATIVE ASSISTANCE APPROPRIATE TO THE THREE EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS MOST FREQUENTLY PROVIDED

Educational Concerns	Very Satisfactory %	Satisfactory %	Unsatisfactory %	f
Curriculum/Program				
Determining:				
1. - established school programs/standards.	14[a]	86	-	14
2. - teaching-time/subject allocation......	33	67	-	3
3. - expectations for student achievement..	67	16	17	6
4. - course objectives......................	-	100	-	4
5. Developing course outlines................	33	67	-	6
6. Selecting "best" instructional materials.	-	85	15	13
Instruction/Methodology				
Planning and/or utilising:				
7. - evaluation procedures..................	-	100	-	6
8. - individualized instruction.............	-	-	-	-
9. - small group instruction................	-	-	-	-
10. - team-teaching techniques..............	-	-	-	-
11. - problem-solving/inquiry techniques....	-	-	-	-
12. - questioning techniques................	-	100	-	2
Determining "best":				
13. - techniques for content presentation...	33	67	-	3
14. - sequencing for content presentation...	-	-	-	-
Specialist Equipment/AV Technology				
Selecting and/or:				
15. - operating specialist/AV equipment.....	-	-	-	-
16. - developing specialist/AV equipment....	-	100	-	3
17. Obtaining information on new equipment...	67	33	-	3
18. Utilising kits, games, charts............	-	-	-	-
Counseling/Student Services				
Developing and/or utilising:				
19. - remedial programs and materials.......	33	-	67	3
20. - accurate reporting procedures.........	-	-	-	-
Dealing with:				
21. - tardiness and/or absenteeism..........	-	-	-	-
22. - student personal problems.............	-	-	-	-
Improving:				
23. - classroom control and discipline......	-	-	-	-
24. - student motivation....................	-	33	67	3
25. Obtaining student background information.	-	-	-	-
26. Determining student needs/abilities......	-	50	50	2
27. Diagnosing learning difficulties.........	-	67	33	3
Professional				
Obtaining information on:				
28. - rights and responsibilities...........	-	-	-	-
29. - professional development/in-service...	43	28	29	14
30. - teacher evaluation/promotion/transfer.	50	50	-	6
31. - supervision/liability/negligence......	67	-	33	3
32. Resolving conflicts with colleagues......	-	100	-	3
33. Developing educational philosophy........	-	-	-	-
Administrative/Organizational				
Obtaining information on:				
34. - records/administrative procedures.....	-	-	-	-
35. - field-trips/excursions................	67	33	-	3
36. - budgeting/money control...............	-	50	50	2
37. - extra-curricula responsibilities......	50	50	-	2
38. Utilizing paraprofessionals/parents......	-	50	50	2
39. Interpreting policies/regulations........	-	100	-	1

[a] Of the 14 responses provided by consultants of the satisfaction experienced in the provision of consultative assistance for the educational concern "Determining established school programs/standards," 14 percent were rated as "very satisfactory."

The larger frequency of mentions results from the fact that consultants had the opportunity to rate their levels of satisfaction for each of the specific aspects mentioned within each of the three concern statements. There was not, however, a direct correlation between the frequencies of aspects mentioned and ratings of satisfaction, since some questionnaires were incomplete on one item or the other.

For the concern statement "Determining established school programs/standards," 86 percent of consultants rated their provision of assistance as "satisfactory" and 14 percent as "very satisfactory." Assistance provided in relation to "selecting 'best' instructional materials" was rated by 85 percent as "satisfactory" and 15 percent as "unsatisfactory." The other high-response item was "Obtaining information on professional development/in-service programs" for which 43 percent of the assistance provided was rated as "very satisfactory," 28 percent as "satisfactory" and 29 percent as "unsatisfactory."

Means of the levels of satisfaction experienced by external consultants in the provision of assistance within each of the general categories are presented in Table 39. In all six categories, the "satisfactory" mean was the highest percentage of rated satisfaction. For the category "Counseling/Student Services" 54 percent of the total assistance provided was rated by these consultants as "unsatisfactory," while in two of the six categories no "unsatisfactory" experience was registered.

Table 39

MEANS OF THE LEVELS OF SATISFACTION EXPERIENCED BY EXTERNAL CONSULTANTS FOR ASSISTANCE PROVIDED

General Category	Very Satisfactory	Satisfactory	Unsatisfactory
Curriculum/Program	25[a]	70	5
Instruction/Methodology	11	89	-
Specialist Equipment/AV Technology	33	67	-
Counseling/Student Services	8	38	54
Professional	40	45	15
Administrative/Organizational	23	57	20

[a] The mean percentage of external consultants who rated assistance provided for all items within the general category "Curriculum/Program" as "very satisfactory" was 25 percent.

Subproblem 6.4

"What are consultants' perceptions of the reasons for which teachers may not seek desired consultative assistance?"

6.4.1. "Are any of these reasons perceived by consultants to be common among teachers?"

6.4.2. "To which educational concerns do consultants perceive these reasons to be related?"

Consultants were asked to give their perceptions of the reasons why teachers needing consultative assistance may choose not to seek it. They were then asked to state whether they perceived these reasons to be common, or not, among teachers, and to indicate the numbers of the educational concerns to which they perceived these reasons to relate.

Responses to this section of the questionnaire were either seemingly unrelated, incomplete, or inaccurate to the extent that attempts to meaningfully relate the three sets of data would have provided misleading results. It has been possible, therefore, to do no more than list the reasons given, to take frequency counts of the "Yes/No" checks (for common, or not, among teachers), and to list the educational concern numbers provided.

The reasons given by consultants have been paraphrased and grouped under five representative statements, as follows (see Table 40):

1. No time to ask;
2. Threat to job security and/or self-concept;
3. Don't perceive problem/inability exists;
4. Unfamiliar with the resource;

Table 40

PERCEPTIONS OF SUPERVISORY/CONSULTATIVE PERSONNEL OF THE REASONS WHY TEACHERS MAY CHOOSE NOT TO SEEK NEEDED CONSULTATIVE ASSISTANCE

Reasons	Frequency of Mentions	
	f	Sub-totals
No time to ask:		
- teachers are too busy to take the time to ask.	5	
- change/innovation takes time and effort.	2	
- no time to evaluate themselves, let alone ask for help.	2	
- won't take the time to ask or improve.	2	
- refusal to work "after hours."	2	13
Threat to job security and/or self-concept:		
- afraid to admit weaknesses.	3	
- inability to admit problem exists.	3	
- fears for job security.	2	
- fears of being exposed/evaluated.	2	
- fears for loss of prestige/confidence.	2	
- feelings of threat from outside agency.	1	13
Don't perceive problem/inability exists:		
- misunderstanding of their roles.	2	
- failure to recognise inadequacies.	2	
- complacency/apathy/don't really care.	3	
- unaware of their own and students' needs.	2	
- little real dedication.	2	
- lack of training/awareness to grow.	1	12
Unfamiliar with the resource:		
- believe they don't need consultants.	3	
- unaware of what consultant can offer.	3	
- unaware of options/alternative resources.	2	
- they think all help costs money.	2	
- believe they know as much as/more than consultants.	2	12
Consultant is too busy to ask:		
- not enough consultants to go around.	2	
- unavailable when needed.	2	
- consultants are too busy themselves.	2	6
Total:		56

5. Consultant was too busy to ask.

The most frequently-held perception was that "teachers are too busy to take the time to ask." However, within this first category were also included comments such as:

- change and innovation takes time and effort;
- no time to evaluate themselves;
- refusal to work "after hours."

Statements within the second category bore a direct relationship to personal threat of status and/or position. These included:

- afraid or unable to admit weakness;
- fears of job-security, loss of prestige, evaluation;
- feelings of threat from outside agency.

The third grouping suggested an inability on the part of the teacher to recognise the existence of problems. Included were:

- misunderstanding of roles;
- lack of awareness of their own and students' needs;
- apathy, complacency;
- lack of training/awareness/dedication.

Group 4 included statements which suggested a lack of knowledge by the teacher of appropriate resources, both human and material. These items included:

- believe they don't need the help of consultants;
- believe they know as much as, or more than, consultants;
- basically unaware of the range of options and alternative resources available.

The fifth category included suggestions that consultants may be too busy to ask. Some insights into the consultants' perception of their own roles was suggested.

- consultants are unavailable when needed;
- there are not enough consultants to go around;
- consultants are, themselves, too busy.

To the request "Indicate whether you perceive these reasons to be common or not among teachers," 52 responses were "Yes" and 20 were "No."

The educational concern numbers appearing in Table 41 were provided as those items to which the above reasons bore a relationship. However, as indicated above, this relationship was not always apparent. In some instances, no concern numbers were included and, in others, no reasons were provided.

Subproblem 6.5

"To what extent do consultants perceive teachers' needs for consultative assistance to be met through:

6.5.1 - shared exchanges in subject/department meetings within their schools?

6.5.2 - professional development seminars and conferences conducted by the Edmonton Public School Board?

6.5.3 - Alberta Teachers' Association specialist councils?

6.5.4 - other Alberta Teachers' Association professional development services?

6.5.5 - professional journals and/or other publications?

6.5.6 - contact with university personnel?"

Table 41

FREQUENCY DISTRIBUTIONS OF THE EDUCATIONAL CONCERN NUMBERS TO WHICH CONSULTANT-PERCEIVED REASONS OF WHY TEACHERS MAY NOT SEEK NEEDED CONSULTATIVE ASSISTANCE WERE PERCEIVED TO RELATE

Educational Concern Number	Consultant Responses f	Educational Concern Number	Consultant Responses f
1[a]	3[a]	17	1
2	1	18	1
3	9	20	1
5	4	26	1
6	1	27	2
7	9	29	5
8	1	30	3
9	1	31	1
10	3	33	1
11	4	34	1
12	3	36	1
13	3	38	4
15	2	39	1
16	1		

[a] This means that three consultants considered that reasons perceived by them as to why teachers may not seek desired consultative assistance related to educational concern number 1, "Determining established school programs/ standards."

Response classifications for this subproblem were the same as those used with teachers. As is shown in Table 42, 35 percent of consultants perceived that teachers' needs for consultative assistance were met "moderately" through subject area/department meetings within the school. Another 15 percent believed this to be "considerably" the case, while a further 20 percent believed this to occur "a little" and 15 percent believed this happened "not at all."

The Alberta Teachers' Association specialist councils were rated by 55 percent of consultants as assisting teachers "a little," 20 percent believed "not at all" and a further 10 percent responded "moderately." No consultants believed these met teachers' needs for consultative assistance "considerably."

For other Alberta Teachers' Association professional development services, the responses were: 50 percent "not at all," and 35 percent "a little." No consultants perceived these to aid teachers "moderately" or "considerably."

Professional journals and other publications were rated as assisting teachers: "a little" 55 percent, "moderately" 20 percent, and "not at all" and "considerably" both 5 percent.

Contact with university personnel was rated as: "a little" 40 percent, "not at all" 30 percent, "moderately" 10 percent, and "considerably" 5 percent.

Subproblem 6.6

"To what extent do consultants perceive:

6.6.1 - that teachers' choice of consultant is influenced by perceived trust?

Table 42

PERCENTAGE FREQUENCY DISTRIBUTIONS OF SUPERVISORY/CONSULTATIVE PERSONNEL RESPONSES TO NINE RELATED GENERAL QUESTIONS

Related General Questions	Consultant Perceptions					
	Not At All %	A Little %	Moderately %	Considerably %	No Response %	f
To what extent do you perceive teachers' needs for consultative assistance to be met through:						
1. - shared exchanges in subject/department meetings within their schools?	15[a]	20	35	15	15	17
2. - professional development seminars and conferences conducted by the E.P.S.B.?	5	20	50	15	10	18
3. - A.T.A. specialist councils?	20	55	10	-	15	17
4. - other A.T.A. professional development services?	50	35	-	-	15	17
5. - professional journals and/or other publications?	5	55	20	5	15	17
6. - contact with university personnel?	30	40	10	5	15	17
To what extent do you perceive the following:						
7. - teachers' choice of consultant to be influenced by perceived trust?	10	-	25	50	15	17
8. - staff facilities and staff accommodation enhances teachers' opportunities to seek consultative assistance?	5	20	40	10	25	15
9. - teachers' access to the most appropriate consultant to be restricted by organizational structures or administrative procedures?	35	25	25	-	15	17

[a] 15 Percent of consultants perceived that teachers' needs for consultative assistance were met "not at all" through "shared exchanges in subject/department meetings within their schools."

6.6.2 - that staff facilities and staff accommodation enhance teachers' opportunities to seek consultative assistance?

6.6.3 - that teachers' access to the most appropriate consultant, is restricted by organizational structures or administrative procedures?"

Teachers' choice of consultant was perceived by 50 percent of consultants to be "considerably" influenced by trust in the consultant. Twenty-five percent of consultants believed this to be "moderately" so, and 5 percent believed this was "not at all" the case.

Forty percent of consultants perceived that staff facilities and accommodation "moderately" enhanced their opportunities to seek consultative assistance and, while 10 percent believed this to be "considerably" so, 20 percent responded with "a little" and 5 percent responded "not at all."

As to whether or not teachers' access to the most appropriate consultant was restricted by administrative and/or organizational obstructions, 35 percent of consultants believed "not at all," 25 percent believed "a little" and a further 25 percent believed "moderately" so.

SUMMARY

Data pertaining to the responses of consultative personnel were presented in this chapter.

Consultants provided assistance to teachers for all 39 concern statements. Those for which 100 percent reported provision were "Determining course objectives" and "Obtaining information on professional development/in-service programs." The majority of concern statements showed very high percentages of consultant provision of assistance.

Over 50 percent of consultants reported providing assistance for eight concerns either continually or frequently. Those for which assistance was most frequently provided include the two mentioned above, plus "Selecting 'best' instructional materials."

"Determining established school programs/standards" was classified as a "recurring" concern for teachers by 40 percent of consultants. Thirty percent classified "Determining course objectives" and "Selecting 'best' instructional materials" as "recurring" concerns for teachers.

The three concerns for which consultants provided assistance most frequently were "Determining established school programs/standards," "Selecting 'best' instructional materials" and "Obtaining information on professional development/in-service programs." Specific aspects within these included items such as "assessing consistency of standards," "testing and comparing various media" and "trying to provide individual professional development within insufficient time."

In general, levels of satisfaction experienced by consultants in the provision of assistance to teachers were in the "satisfactory" range. However, within the category "Counseling/Student Services," high levels of dissatisfaction were also recorded.

Reasons perceived by consultants as to why teachers desiring consultative assistance may choose not to seek it included "no time to ask," "threat to security/self-concept," "don't perceive problem exists," "unfamiliar with resources," and "consultants are too busy to ask."

As to whether or not these (and other) reasons were considered to be common among teachers, 52 responses were positive and 20 were negative.

The extent to which consultants perceived that each of the nine related general questions met teachers' needs for consultative assistance were as follows: for subject/department meetings, 35 percent thought "moderately"; for Edmonton Public School Board professional development seminars, 50 percent thought "moderately"; for the Alberta Teachers' Association specialist councils, 55 percent reported "a little"; for other Alberta Teachers' Association professional development programs, 50 percent said "not at all"; for professional journals, 55 percent believed "a little"; and for contact with university personnel, 40 percent perceived "a little."

Fifty percent of consultants believed that teachers' choice of consultant was influenced by trust to a "considerable" extent. Forty percent perceived that staff facilities/accommodation "moderately" enhanced teachers' opportunities to seek consultative assistance, and 35 percent believed that organization structures or administrative procedures restricted teachers' access to the most appropriate consultant "not at all."

Chapter 9

COMPARISON OF RESPONSES OF TEACHERS AND EXTERNAL CONSULTANTS

A comparison of the data provided by senior high school teachers and Edmonton Public School Board supervisory/consultative personnel is presented in this chapter. The pertinent statement of Problem 7 was: "What relationship exists between teachers' and consultants' responses to comparable sections of the questionnaire?" Because a considerable amount of data is presented in the tables, only major generalizations are presented in the text.

Subproblem 7.1

"What relationship exists between the educational concerns reported by teachers for which consultative assistance is sought and those reported by consultants for which consultative assistance is provided?"

Data appropriate to this question are presented in Table 43. In all six categories, greater percentages of external consultants reported having provided consultative assistance than did teachers of having sought such assistance. However, for the general category "Counseling/Student Services," the difference between the two groups was least, with the mean percentage of consultant provision of assistance being 64 percent, compared to the mean percentage of teacher seeking of assistance being 60 percent.

Table 43

PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHERS' RESPONSES OF NEEDS FOR CONSULTATIVE ASSISTANCE AND SUPERVISORY/CONSULTATIVE PERSONNEL RESPONSES OF PROVISION OF CONSULTATIVE ASSISTANCE FOR ALL 39 EDUCATIONAL CONCERNS

Educational Concerns	Total Educational Concerns			
	Teachers		Consultants	
	%	f	%	f
Curriculum/Program				
Determining:				
1. - established school programs/standards.	77[a]	86	95*	19
2. - teaching-time/subject allocation......	73	82	70	14
3. - expectations for student achievement..	77	86	100	20
4. - course objectives.....................	71	79	90	18
5. Developing course outlines...............	70	78	85	17
6. Selecting "best" instructional materials.	73	82	95	19
Instruction/Methodology				
Planning and/or utilizing:				
7. - evaluation procedures..................	78	87	90	18
8. - individualized instruction............	48	54	75	15
9. - small group instruction...............	36	40	70	14
10. - team-teaching techniques..............	30	34	50	10
11. - problem-solving/inquiry techniques....	42	47	55	11
12. - questioning techniques................	34	38	65	13
Determining "best":				
13. - techniques for content presentation...	55	61	85	17
14. - sequencing for content presentation...	50	56	80	16
Specialist Equipment/AV Technology				
Selecting and/or:				
15. - operating specialist/AV equipment.....	52	58	50	10
16. - developing specialist/AV equipment....	37	41	55	11
17. Obtaining information on new equipment...	51	57	85	17
18. Utilizing kits, games, charts............	30	33	85	17
Counseling/Student Services				
Developing and/or utilizing:				
19. - remedial programs and materials.......	50	56	80	16
20. - accurate reporting procedures.........	49	55	65	13
Dealing with:				
21. - tardiness and/or absenteeism..........	83	93	45	9
22. - student personal problems.............	77	86	45	9
Improving:				
23. - classroom control and discipline......	52	58	75	15
24. - student motivation....................	55	61	80	16
25. Obtaining student background information.	62	69	50	10
26. Determining student needs/abilities......	55	62	75	15
27. Diagnosing learning difficulties.........	54	60	60	12
Professional				
Obtaining information on:				
28. - rights and responsibilities...........	40	45	60	12
29. - professional development/in-service...	58	65	100	20
30. - teacher evaluation/promotion/transfer.	41	46	80	90
31. - supervision/liability/negligence......	43	48	60	12
32. Resolving conflicts with colleagues......	30	33	70	14
33. Developing educational philosophy........	49	55	75	15
Administrative/Organizational				
Obtaining information on:				
34. - records/administrative procedures.....	50	56	80	16
35. - field-trips/excursions................	53	59	75	15
36. - budgeting/money control...............	51	57	70	14
37. - extra-curricula responsibilities......	47	53	50	10
38. Utilizing paraprofessionals/parents......	21	24	90	18
39. Interpreting policies/regulations........	54	60	85	17

[a] This means that 77 percent of teachers sought consultative assistance for the educational concern "Determining established school programs/standards," while 95 percent of consultative personnel provided consultative assistance for the same educational concern.

For the educational concern "Dealing with tardiness and/or absenteeism," 83 percent of teachers stated that they had sought assistance, whereas 45 percent of consultants stated that they had provided such assistance. Seventy-eight percent of teachers sought help in "Planning and/or utilizing evaluation procedures," for which 90 percent of consultants provided help. For concern statement number 1, "Determining established school programs/standards," 77 percent of teachers sought assistance and 95 percent of consultants provided it. Seventy-seven percent of teachers sought aid in "Determining expectations for student achievement," and this help was provided by 100 percent of consultants. However, for the educational concern "Dealing with student personal problems," 77 percent of teachers sought assistance, for which 45 percent of consultants reported having provided it.

In the "Professional" category, 100 percent of consultants provided information on ". . . professional development/in-service programs," for which 58 percent of teachers sought such assistance and/or advice, and for the concern "Resolving conflicts with colleagues," 70 percent of consultants provided assistance which was required by 30 percent of teachers. Similarly, in the "Administrative/Organizational" category, 90 percent of consultants provided help in "Utilizing paraprofessionals/parent volunteers," but only 21 percent of teachers sought such assistance.

Subproblem 7.2

"What relationship exists between the three educational concerns for which teachers have greatest need of consultative assistance, and the three for which consultants provide consultative assistance most frequently?"

The complete listing of responses for both groups appears in Table 44, while Table 45 lists the concern statements for each group for which highest frequencies and percentages of need and provision, respectively, were recorded.

When considering only the three concerns for which teachers expressed greatest need for help, and the three concerns for which assistance was provided most frequently by consultants, the most obvious balance between teachers' needs and consultants' provision occurred for items within the "Curriculum/Program" general category. However, some apparent disparity appears to exist in relation to particular educational concerns.

For example, 44 of the 112 teacher respondents, or 39 percent, reported "Dealing with tardiness and/or absenteeism" as one of their three most important concerns. However, this was not one of those listed by consultants for which assistance was provided most frequently. Conversely, 30 percent of consultants, or 6 in number, provided assistance to teachers in relation to "Obtaining information on professional development/in-service programs"; however, no teacher listed this concern as one of the three most important. "Improving student motivation" was one of the three most important concerns for 12 percent of teachers, for which one consultant, or 5 percent, provided the needed assistance most frequently.

Table 44

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHERS' RESPONSES OF NEEDS FOR CONSULTATIVE ASSISTANCE FOR THEIR THREE MOST IMPORTANT EDUCATIONAL CONCERNS, AND SUPERVISORY/CONSULTATIVE PERSONNEL RESPONSES OF THEIR PROVISION OF CONSULTATIVE ASSISTANCE FOR THE THREE MOST FREQUENTLY REQUESTED EDUCATIONAL CONCERNS

Educational Concerns	The Three Most Important Educational Concerns			
	Teachers		Consultants	
	%	f	%	f
Curriculum/Program				
Determining:				
1. - established school programs/standards.	13[a]	15	30	6
2. - teaching-time/subject allocation......	7	8	5	1
3. - expectations for student achievement..	6	7	10	2
4. - course objectives.....................	7	8	10	2
5. Developing course outlines..............	7	8	10	2
6. Selecting "best" instructional materials.	7	8	30	6
Instruction/Methodology				
Planning and/or utilizing:				
7. - evaluation procedures.................	11	12	15	3
8. - individualized instruction............	-	-	-	-
9. - small group instruction...............	1	1	-	-
10. - team-teaching techniques..............	3	3	-	-
11. - problem-solving/inquiry techniques....	1	1	-	-
12. - questioning techniques................	-	-	5	1
Determining "best":				
13. - techniques for content presentation...	5	6	5	1
14. - sequencing for content presentation...	1	1	-	-
Specialist Equipment/AV Technology				
Selecting and/or:				
15. - operating specialist/AV equipment.....	4	4	-	-
16. - developing specialist/AV equipment....	-	-	5	1
17. Obtaining information on new equipment...	1	1	5	1
18. Utilizing kits, games, charts...........	-	-	-	-
Counseling/Student Services				
Developing and/or utilizing:				
19. - remedial programs and materials.......	4	4	5	1
20. - accurate reporting procedures.........	1	1	-	-
Dealing with:				
21. - tardiness and/or absenteeism..........	39	44	-	-
22. - student personal problems.............	6	7	-	-
Improving:				
23. - classroom control and discipline......	8	9	-	-
24. - student motivation....................	12	13	5	1
25. Obtaining student background information.	1	1	-	-
26. Determining student needs/abilities......	6	7	5	1
27. Diagnosing learning difficulties.........	2	2	5	1
Professional				
Obtaining information on:				
28. - rights and responsibilities...........	4	5	-	-
29. - professional development/in-service...	-	-	30	6
30. - teacher evaluation/promotion/transfer.	2	2	10	2
31. - supervision/liability/negligence......	4	5	5	1
32. Resolving conflicts with colleagues......	3	3	5	1
33. Developing educational philosophy........	2	2	5	1
Administrative/Organizational				
Obtaining information on:				
34. - records/administrative procedures.....	6	7	5	1
35. - field-trips/excursions................	1	1	5	1
36. - budgeting/money control...............	10	11	5	1
37. - extra-curricula responsibilities......	4	4	5	1
38. Utilizing paraprofessionals/parents......	-	-	5	1
39. Interpreting policies/regulations........	6	7	10	2

---

[a] This means that 13 percent of teachers sought consultative assistance for the educational concern "Determining established school programs/standards" as one of their three most important concerns, while 30 percent of consultants provided consultative assistance to the same concern as one of their ranked three most important.

Table 45

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE HIGH-RESPONSE EDUCATIONAL CONCERNS FOR WHICH TEACHERS EXPERIENCED GREATEST NEED FOR CONSULTATIVE ASSISTANCE, AND FOR WHICH CONSULTANTS PROVIDED CONSULTATIVE ASSISTANCE MOST FREQUENTLY

The Three Most Important Concerns					
Teachers			Consultants		
Educational Concerns	%	f	Educational Concerns	%	f
29. Dealing with tardiness and/or absenteeism.	39[a]	44	1. Determining established school programs/standards.	30[b]	6
1. Determining established school programs/standards.	13	15	29. Obtaining information on professional development/ in-service programs.	30	6
24. Improving student motivation.	12	13	6. Selecting "best" instructional materials.	30	6
7. Planning and/or utilizing evaluation procedures.	11	12	7. Planning and/or utilizing evaluation procedures.	15	3
36. Obtaining information on budgeting/money control.	10	11	3. Determining expectations for student achievement.	10	2
23. Improving classroom control and discipline.	8	9	4. Determining course objectives.	10	2
2. Determining teaching-time/ subject allocation.	7	8	5. Developing course outlines.	10	2
4. Determining course objectives.	7	8	30. Obtaining information on teacher evaluation, promotion, transfer, sabbatical applications.	10	2
5. Developing course outlines.	7	8	39. Interpreting school regulations, policies, guidelines.	10	2
6. Selecting "best" instructional materials.	7	8			

[a] This means that 39 percent of teacher respondents sought consultative assistance in relation to "Dealing with tardiness and/or absenteeism."

[b] This means that 30 percent of consultants provided consultative assistance in relation to "Determining established school programs/standards."

Subproblem 7.3

"What relationship exists between the level of satisfaction of teachers in receiving consultative assistance and the level of satisfaction of consultants in providing it?"

Teachers provided data to all but 7 of the 39 concern statements of the levels of satisfaction experienced by them in relation to the assistance provided by all consultative personnel, while Edmonton Public School District consultants provided equivalent data to all but 15 of the same 39 concerns in relation to satisfaction experienced in the provision of such assistance to teachers.

For the first concern, "Determining established school programs/standards," as shown in Table 46, 46 percent of the 22 responding teachers rated the assistance provided as "very satisfactory," 36 percent were "satisfied" and 18 percent were "unsatisfied." In relation to the same concern, 14 percent of the 14 external consultants were "very satisfied" with their provision of such assistance, while 86 percent of the same consultants were "satisfied." No consultants reported "dissatisfaction" with provision of assistance in relation to this concern.

Two high response items (by one group or the other) which are of interest are "Dealing with tardiness and/or absenteeism" and "Obtaining information on professional development/in-service programs." To the first, a total of 73 teachers responded, 22 percent of whom were "very satisfied," 41 percent were "satisfied" and 37 percent were "unsatisfied" with the assistance provided. However, no consultants reported this concern as being among their three most important concerns. Similarly, for the second of these two educational

Table 46

PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER RESPONSES OF SATISFACTION EXPERIENCED WITH CONSULTATIVE ASSISTANCE PROVIDED, AND CONSULTANT PERSONNEL RESPONSES OF SATISFACTION EXPERIENCED WITH CONSULTATIVE ASSISTANCE PROVISION, IN RELATION TO THEIR THREE MOST IMPORTANT EDUCATIONAL CONCERNS, RESPECTIVELY

Educational Concerns	Teachers (n = 112)				Consultants (n = 20)			
	%				%			
	Very Satisfied	Satisfied	Un-Satisfied	f	Very Satisfied	Satisfied	Un-Satisfied	f
Curriculum/Program								
Determining:								
1. - established school programs/standards.	46[a]	36	18	22	14[b]	86	-	14
2. - teaching-time/subject allocation......	33	42	25	12	33	67	-	3
3. - expectations for student achievement..	-	73	27	11	67	16	17	6
4. - course objectives.....................	20	60	20	15	-	100	-	4
5. Developing course outlines..............	24	76	-	17	33	67	-	6
6. Selecting "best" instructional materials.	46	54	-	13	-	85	15	13
Instruction/Methodology								
Planning and/or utilizing:								
7. - evaluation procedures.................	28	61	11	18	-	100	-	6
8. - individualized instruction............	-	-	-	-	-	-	-	-
9. - small group instruction...............	100	-	-	3	-	-	-	-
10. - team-teaching techniques..............	50	50	-	4	-	-	-	-
11. - problem-solving/inquiry techniques....	-	-	100	1	-	-	-	-
12. - questioning techniques................	-	-	-	-	-	100	-	2
Determining "best":								
13. - techniques for content presentation...	36	64	-	11	33	67	-	3
14. - sequencing for content presentation...	33	67	-	3	-	-	-	-
Specialist Equipment/AV Technology								
Selecting and/or:								
15. - operating specialist/AV equipment.....	20	40	40	5	-	-	-	-
16. - developing specialist/AV equipment....	-	-	-	-	-	100	-	3
17. Obtaining information on new equipment...	-	-	-	-	67	33	-	3
18. Utilizing kits, games, charts...........	-	-	-	-	-	-	-	-
Counseling/Student Services								
Developing and/or utilizing:								
19. - remedial programs and materials.......	17	66	17	6	33	-	67	3
20. - accurate reporting procedures.........	100	-	-	3	-	-	-	-
Dealing with:								
21. - tardiness and/or absenteeism..........	22	41	37	73	-	-	-	-
22. - student personal problems.............	30	60	10	10	-	-	-	-
Improving:								
23. - classroom control and discipline......	8	84	8	12	-	-	-	-
24. - student motivation....................	10	53	37	19	-	33	67	3
25. Obtaining student background information.	100	-	-	1	-	-	-	-
26. Determining student needs/abilities.....	-	90	10	10	-	50	50	2
27. Diagnosing learning difficulties........	25	50	25	4	-	67	33	3
Professional								
Obtaining information on:								
28. - rights and responsibilities...........	25	25	50	8	-	-	-	-
29. - professional development/in-service...	-	-	-	-	43	28	29	14
30. - teacher evaluation/promotion/transfer.	-	50	50	4	50	50	-	6
31. - supervision/liability/negligence......	-	63	37	8	67	-	33	3
32. Resolving conflicts with colleagues......	17	17	66	6	-	100	-	3
33. Developing educational philosophy.......	-	100	-	4	-	-	-	-
Administrative/Organizational								
Obtaining information on:								
34. - records/administrative procedures.....	33	33	33	9	-	-	-	-
35. - field-trips/excursions................	50	50	-	2	67	33	-	3
36. - budgeting/money control...............	21	72	7	14	-	50	50	2
37. - extra-curricula responsibilities......	71	-	29	7	50	50	-	2
38. Utilizing paraprofessionals/parents......	-	-	-	-	-	50	50	2
39. Interpreting policies/regulations........	22	45	33	9	-	100	-	1

[a] This means that 46 percent of the 22 teacher responses rated the consultative assistance provided for educational concern "Determining established school programs/standards" as "very satisfied."

[b] This means that 14 percent of the 14 consultant responses rated their provision of consultative assistance for the educational concern "Determining established school standards" as "very satisfied."

concerns, 14 of the 20 Edmonton Public School District consultants responded, of whom 43 percent were "very satisfied," 28 percent were "satisfied" and 29 percent were "unsatisfied" with their provision of assistance to teachers. However, teachers did not list this item as being among their three most important educational concerns.

For analysis by general categories, means of the respective levels of satisfaction for both groups are presented in Table 47. Because of relatively small frequencies, the two classifications of "very satisfactory" and "satisfactory" have been combined. For four of the six categories, consultants had a higher mean percentage of "satisfaction." However, overall, teachers' mean for "satisfaction" with the assistance provided was 70 percent, compared to the consultants' mean of 84 percent with their provision of such assistance. In consequence, teachers were, both overall and in five of the six general categories, more dissatisfied with the assistance provided than were the consultants in providing it.

In only one category--"Counseling/Student Services"-- did the consultants' level of dissatisfaction exceed that of the teachers, with 54 percent compared to 16 percent. In the two general categories of "Instruction/Methodology" and "Specialist Equipment/AV Technology," the consultants did not record any level of dissatisfaction. The levels of satisfaction and dissatisfaction for both groups in the "Administrative/Organizational" category were virtually the same at 79/80 percent (satisfactory) and 21/20 percent (unsatisfactory) respectively. Overall, teachers were 11 percent less satisfied, and almost twice as dissatisfied, as were consultants.

Table 47

MEANS OF LEVELS OF SATISFACTION OF TEACHERS WITH HELP THEY RECEIVED FROM ANY CONSULTANT, AND SATISFACTION OF EXTERNAL CONSULTANTS WITH ASSISTANCE THEY PROVIDED, BY GENERAL CATEGORIES

General Categories	Levels of Satisfaction[a]					
	Of Teachers			Of Consultants		
	Satisfactory	Unsatisfactory		Satisfactory	Unsatisfactory	
	Mean % per item	Mean % per item	f	Mean % per item	Mean % per item	f
Curriculum/Program	85[b]	15	90[c]	95	5	46
Instruction/ Methodology	72	28	40	100	-	11
Specialist Equipment/ AV Technology	60	40	5	100	-	6
Counseling/ Student Services	84	16	138	46	54	11
Professional	59	41	30	84	16	26
Administrative/ Organizational	79	21	41	80	20	10
f Totals:			344			110
Overall Means:	73[d]	27		84	16	

[a] Because of the relatively small frequencies involved, the two classifications "very satisfactory" and "satisfactory" have been combined.

[b] This means that 85 percent of teachers were satisfied with the consultative assistance provided for the general category "Curriculum/Program."

[c] This means that 90 responses were received from teachers reporting levels of satisfaction for all items within the "Curriculum/Program" general category.

[d] This means that 73 percent is the per item mean rating by teachers of assistance rated as "satisfactory."

Subproblem 7.4

"What relationship exists between the reasons given by teachers for not seeking desired consultative assistance and those perceived by consultants for teachers not seeking desired consultative assistance?"

A comparative listing of the reasons presented appears in Table 48. The reasons offered most frequently by both groups of respondents were ostensibly the same: that there was "not enough time" (teachers) and that "teachers were too busy" (consultants). Five teachers added a further qualification to this comment in remarking that no time was set aside for consultation. These two variations on the same item represent 38 percent of the reasons given by teachers for not seeking desired consultative assistance. The five mentions of "time" by consultants represent 19 percent of the total reasons perceived by them as a group. Collectively, "time" as a reason for not seeking desired help was 29 percent of the total reasons given. Attacks on competency of the other group tended to be stronger and more frequent from the consultants about the teachers than vice versa, while a more common reason given by teachers referred to the unavailability of the consultants.

Subproblem 7.5

"What relationship exists between teachers' and consultants' responses as to whether teachers' consultative needs are met through:

7.5.1 - shared exchanges in subject/department meetings within their schools?

7.5.2 - professional development seminars and conferences conducted by the Edmonton Public School Board?

Table 48

REASONS GIVEN BY TEACHERS AND CONSULTANTS WHY TEACHERS DID NOT SEEK NEEDED CONSULTATIVE ASSISTANCE

Teachers	f	Consultants	f
Not enough time	7[a]	Teachers are too busy	5
No time set aside for consultation	5	Afraid to admit weaknesses	3
		Inability to admit problem	3
Colleagues/administrators too busy	4	Apathy/complacency	3
External consultants unavailable	4	Believe they don't need consultants	3
Teachers know more than consultants	3	Unaware of consultant offerings	3
Never see external consultants	3	Refusal to work "after hours"	2
		Misunderstanding of roles	2
Administrators prefer not to know	3	Too few consultants	2
No money available	3		

[a] Seven teacher responses stated that teachers "did not have enough time" to seek consultative assistance for recognised problems or concerns.

7.5.3 - Alberta Teachers' Association specialist councils?

7.5.4 - other Alberta Teachers' Association professional development services?

7.5.5 - professional journals and/or other publications?

7.5.6 - contact with university personnel?"

The data from the two groups of respondents are presented in Table 49. With the exception of item number 2, relating to Edmonton Public School District professional development services, teachers' and consultants' ratings of the value of these various experiences as potential alternative sources of needs fulfillment were, in general, not markedly different, particularly when the four classifications were collapsed to the two only classifications of positive or negative, However, in analysis of the first item by the four response classifications, 55 percent of teachers compared to 15 percent of consultants rated in-school subject/department meetings as "considerably" meeting their needs for consultative assistance, while 22 percent of teachers compared to 35 percent of consultants gave a "moderately" rating for the same question. When these two classifications were combined as the positive response rating, teachers recorded 77 percent compared to consultants 50 percent. Twenty percent of consultants compared to 11 percent of teachers rated these meetings as being of "a little" value, while 15 percent of consultants and 5 percent of teachers rated them as "not at all" meeting teachers' needs. The 7 percent no response from teachers and 15 percent from consultants must be borne in mind when comparing response ratings from the two groups.

Table 49

PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHER AND CONSULTANT RESPONSES TO THE NINE RELATED GENERAL QUESTIONS

General Questions	Teachers						Consultants					
	Not At All %	A Little %	Moderately %	Considerably %	No Response %	f	Not At All %	A Little %	Moderately %	Considerably %	No Response %	f
To what extent is consultative assistance met through the following:												
1. - shared exchanges in subject/department meetings within your school?	5[a]	11	22	55	7	105	15[a]	20	35	15	15	17
2. - professional development seminars and conferences conducted by the E.P.S.B.?	22	43	21	5	9	103	5	20	50	15	10	18
3. - A.T.A. specialist councils?	55	21	12	2	11	101	20	55	10	-	15	17
4. - other A.T.A. professional development services?	55	25	6	1	13	99	50	35	-	-	15	17
5. - professional journals and/or other publications?	11	38	27	14	10	102	5	55	20	5	15	17
6. - contact with university personnel?	40	32	11	5	13	99	30	40	10	5	15	17
To what extent:												
7. - is choice of consultant influenced by perceived trust?	9	13	14	47	17	94	10	-	25	50	15	17
8. - do staff facilities and staff accommodation enhance opportunities to seek or provide consultative assistance?	5	23	37	24	11	101	5	20	40	10	25	15
9. - is access to the most appropriate consultant restricted by organizational structures or administrative procedures?	37	25	15	10	13	98	35	25	25	-	15	17

[a] 5 Percent of 112 responding teachers ranked "shared exchanges in subject/department meetings" as meeting their needs for consultative assistance "not at all", whereas 15 percent of 20 consultants made the same ranking of this question.

Responses in relation to school district professional development activities show a more obvious polarization of opinion. The combined "considerably/moderately" positive classification was for teachers 26 percent, whereas for consultants was 65 percent. The negative responses were teachers 65 percent compared to consultants 25 percent, with each group reporting approximately equal "no response" percentages.

Seventy-six percent of teachers and 75 percent of consultants rated Alberta Teachers' Association specialist councils in the combined "not at all" or "a little" category. Eighty percent of teachers and 85 percent of consultants placed other Alberta Teachers' Association professional development services in the same combined negative category.

Professional journals and other publications were rated as "considerably" meeting teachers' needs for consultative assistance by 14 percent of teachers and 5 percent of consultants. Sixty percent of consultants compared to 49 percent of teachers rated professional journals in the "not at all"/"a little" classifications as potential alternative sources of needs fulfillment.

Forty percent of teachers rated university personnel as assisting them "not at all," compared to 30 percent of consultants. At the other extreme, 5 percent of both groups considered help from university personnel to be "considerable."

Subproblem 7.6

"What relationship exists between teachers' and consultants' perceptions of the extent to which:

7.6.1 - teachers' choice of consultant is influenced by perceived trust?

7.6.2 - staff facilities and staff accommodation enhance teachers' opportunities to seek consultative assistance?

7.6.3 - teachers' access to the most appropriate consultant is restricted by organizational structures or administrative procedures?"

Forty-seven percent of teachers and 50 percent of consultants believed that trust of the consultant "considerably" influenced teachers' choice of consultative personnel; 25 percent of consultants and 14 percent of teachers believed this to be "moderately" so.

Ratings by both groups in relation to the question on staff facilities and accommodation were similar, with 61 percent of teachers and 50 percent of consultants rating these as enhancing opportunities for seeking consultative assistance "moderately" or "considerably."

Similarly, 60 percent of both groups believed that access to the most appropriate consultant was restricted by organizational structures and/or administrative procedures "not at all" or "a little." Ten percent of teachers believed this to be "considerably" so, while 25 percent of consultants and 15 percent of teachers believed this to be "moderately" so.

SUMMARY

For the majority of educational concern statements, a medium to high correlation occurred between the percentage frequencies of teachers' seeking consultative assistance and the percentage frequencies of consultative personnel providing it. In a few instances, for example, with "Utilizing paraprofessionals/parent volunteers," an apparent disparity existed between the 21 percent of teachers seeking assistance and the 90 percent of consultants providing it.

When comparisons were made between the three educational concerns for which teachers sought assistance most frequently, and the three for which consultants provided assistance most frequently, the earlier-mentioned disparities become more obvious in certain concern areas. The item which had the highest frequency response for teachers--"Dealing with tardiness and/or absenteeism"--was not listed by consultants as one of the three concerns for which they provided assistance most frequently. Alternatively, one of the three concerns recording highest percentages of consultants' provision of assistance--"Obtaining information on professional development/in-service programs"--was not listed by teachers as one of the three concerns for which they sought assistance most frequently. The only general category showing any appreciable consistency between the assistance sought and that which was provided was for the "Curriculum/Program" category.

Consultants were more satisfied with the assistance they had provided than were teachers with the assistance they had received in five of the six general categories. The overall mean across all six categories gave teachers a 73 percent rating of "satisfaction" compared to the consultants' rating of 84 percent. The general categories indicating greatest satisfaction for teachers were "Curriculum/Program" 85 percent, and "Counseling/Student Services"

84 percent. The category for teachers of greatest dissatisfaction with the assistance provided was "Professional" with a rating of 41 percent. Consultants experienced greatest satisfaction with their provision of assistance for "Instruction/Methodology" and "Specialist Equipment/ AV Technology" concerns, with ratings of 100 percent, while their greatest rating of dissatisfaction was for the "Counseling/Student Services" category with 54 percent.

Twenty-nine percent of the total reasons given by both teachers and consultants concerned teachers' "lack of time" to seek desired consultative assistance. Thirty-eight percent of teachers' reasons, and 19 percent of consultants' reasons, addressed the matter of "time."

Teachers tended to be slightly more extreme in their responses to the nine related questions in that their percentage responses were higher for the "not at all" and the "considerably" classifications. Overall, teachers' responses favoured the two negative categories of "not at all" and "a little" whereas consultants' percentages were slightly higher on average in the "a little" and "moderately" classifications.

Both groups registered higher negative percentages for the out-of-school alternative sources of needs fulfillment. Fifty-five percent of teachers rated in-school department meetings as "considerably" meeting their needs compared to 15 percent of consultants for the same classification. A majority of both groups rated trust of the consultant as "considerably" influencing the choice of consultant, and a majority of both groups considered that organizational structures and/or administrative procedures restricted teachers' access to the most appropriate consultant "a little" or "not at all."

The one noticeable disparity in ratings was in relation to Edmonton Public School District professional development programs, for which consultants gave a 65 percent positive ("moderately/considerably") rating compared to teachers' 26 percent positive rating.

Chapter 10

COMPARISONS BETWEEN THE FINDINGS OF THIS STUDY AND TWO EARLIER STUDIES

This chapter constitutes a partial comparison of the findings of this study, conducted with senior high school teachers, with two other recent Alberta studies conducted with elementary school and junior high school teachers respectively. The pertinent Problem Statement was as follows: "To what extent are the findings of this study of the consultative needs of senior high school teachers consistent with those findings for junior high school teachers (Harrison, 1978) and elementary school teachers (Haughey, 1976)?" Comparisons were not always easy to achieve because the three studies differed with respect to their conceptual frameworks and the instrumentation used for data collection.

The Haughey (1976) study sought data from 80 teachers in three elementary schools within the St. Albert Roman Catholic Separate School District. Instrumentation comprised a questionnaire and a structured interview schedule, both of which were administered to all teachers in the study population.

The questionnaire had three sections, as follows:

A. A sociometric section designed to ascertain staff interaction patterns both within and outside the respective schools.

B. A list of 21 task areas, grouped under four category headings. Respondents were asked to indicate, for each task area, whether consultative assistance had been required once or more than once.

C. Demographic characteristics.

The interviews with each respondent sought information on teacher provision of consultative assistance to peers, whether needs were recurring, the time of year that consultative assistance was needed, the level of satisfaction with the assistance provided and the existence of conflict relationships among staff. The conceptual framework used for the study drew on the writings of Maslow (hierarchy of needs), Herzberg (motivation-hygiene theory) and Dubin (formal-informal organizational structures).

Harrison (1978) collected data from 209 teachers in 16 junior high schools in four Alberta school districts: five were randomly selected from the Edmonton Public School District; all four schools in the Edmonton Separate School District; all four schools in the County of Strathcona; and all three schools in the County of Parkland. Data were also collected from 48 supervisory/consultative personnel employed by the four school systems. Instrumentation was restricted to questionnaires which had the following five sections:

A. Demographic characteristics.

B. A list of 38 task areas grouped under six category headings to which respondents were asked to indicate, for each task area, the number of occasions on which consultative assistance was sought, and (from a list of five personnel) the referents consulted.

C. Teachers were then asked to select from the 38 task areas the 3 for which most consultative assistance was required, to outline up to three specific problems within each, the one referent most frequently consulted, and the level of satisfaction experienced.

D. The extent to which teachers provided consultative assistance to their colleagues.

E. The reasons why needed consultative assistance was not sought.

The conceptual framework used by Harrison addressed the cyclical nature of teachers' concerns: that the stimulus for seeking assistance occurs with the identification of needs; the seeking of such assistance involves the selection of formal or informal consultative personnel; and that the outcome of such assistance either leads to satisfaction and complete or partial elimination of that need which immediately awakens another need, or dissatisfaction, which requires that further assistance be sought for the same problem.

Some further clarification must also be made regarding the fact that the task areas used by Haughey (1976) and Harrison (1978) and the educational concerns used in this study, while similar in many respects, were also not exactly the same. Further, the general categories under which individual concern statements were grouped differed somewhat in number and/or description. Consequently, a direct comparison of the findings of the three studies regarding the consultative needs of teachers at elementary school, junior high school, and senior high school was not possible. However, to the extent that similarities were discernible, such comparisons were reported. To further clarify the above explanation, Table 50 shows the lists of task areas and/or educational concerns as used in the three studies.

Table 50

TASK AREAS AND/OR EDUCATIONAL CONCERNS AS USED FOR EACH OF THE THREE STUDIES

Haughey (1976) : Gr. K-6	Harrison (1978) : Gr. 7-9	Millikan (1979) : Gr. 10-12
Task Areas	Task Areas	Educational Concerns
Curriculum and Program 1. Developing course outlines 2. Selecting instructional materials 3. Developing unit/lesson plans 4. Developing instructional materials 5. Evaluating lessons/units 6. Interpreting curriculum guides Instructional 7. Developing questioning techniques 8. Teaching concepts, constructs, generalizations 9. Planning role-playing 10. Developing/using small group activities 11. Planning individualized instruction 12. Using problem-solving/inquiry/discovery method 13. Leading discussions 14. Grouping for instruction Audio-Visual Technology 15. Operating audio-visual equipment 16. Using kits, charts, games, simulations 17. Developing own audio-visual materials Special Student Needs 18. Diagnosis of learning difficulties 19. Developing remedial programs 20. Obtaining student-background information 21. Solving teacher-pupil problems	Development of Annual Curriculum and Program 1. Developing course outlines for the year 2. Selecting long-use instructional materials 3. Developing long-use instructional materials Planning for Daily Instruction 4. Selecting instructional materials for lessons 5. Planning lessons 6. Planning behavioral objectives 7. Planning evaluation procedures 8. Planning student grouping with class 9. Planning large group activities 10. Planning small group activities 11. Planning sequence of questions 12. Planning individualized instruction Audio-Visual Technology 13. Selecting audio-visual materials 14. Operating audio-visual equipment 15. Using kits, charts, games, simulations 16. Developing audio-visual materials 17. Making audio-visual materials Instructional Process 18. Teaching concepts, constructs, generalizations 19. Utilizing inquiry methods 20. Utilizing questioning techniques 21. Utilizing sequential questioning 22. Utilizing student grouping 23. Utilizing large group class activities 24. Utilizing small group activities 25. Utilizing individualized instruction Student Needs 26. Diagnosing individual differences 27. Motivating students 28. Selecting performance goals and objectives 29. Diagnosing learning difficulties 30. Creating useful remedial materials 31. Obtaining student background information. Interpersonal Relationships 32. Establishing classroom control 33. Maintaining classroom control 34. Solving teacher-pupil problems 35. Developing team-teaching rapport 36. Solving teacher-teacher conflict 37. Solving administration-teacher conflict 38. Solving principal-teacher evaluation conflict.	Curriculum/Program Determining: 1. -established school programs/standards 2. -teaching-time/subject allocation 3. -expectations for student achievement 4. -course objectives 5. Developing course outlines 6. Selecting "best" instructional materials Instruction/Methodology Planning and/or utilizing: 7. -evaluation procedures 8. -individualized instruction 9. -small group instruction 10. -team-teaching techniques 11. -problem-solving/inquiry/discovery techniques 12. -questioning techniques Determining "best": 13. -techniques for content presentation 14. -sequencing for content presentation Specialist Equipment/AV Technology Selecting and/or: 15. -operating specialist/AV equipment 16. -developing specialist/AV equipment 17. Obtaining information on new specialist AV equipment 18. Utilizing kits, games, charts Counseling/Student Services Developing and/or utilizing: 19. -remedial programs and materials 20. -accurate reporting procedures Dealing with: 21. -tardiness and/or absenteeism 22. -student personal problems Improving: 23. -classroom control and discipline 24. -student motivation 25. Obtaining adequate student background information 26. Determining the needs/abilities of individual students 27. Diagnosing learning difficulties Professional Obtaining information on: 28. -legal/professional rights and responsibilities 29. -professional development/in-service programs 30. -teacher evaluation, promotion, transfer, sabbatical applications 31. -supervision, liability, negligence concerns 32. Resolving conflicts with colleagues 33. Developing educational philosophy Administrative/Organizational Obtaining information on: 34. -records, filing, administrative procedures 35. -field-trips/excursions 36. -budgeting/money control 37. -extra-curricula responsibilities 38. Utilizing paraprofessional/parent volunteers 39. Interpreting school regulations, policies and guidelines

Subproblem 8.1

"To what extent are teachers' needs for consultative assistance similar at the senior high school, junior high school and elementary school?"

Table 51 provides percentage frequency distributions of the high-response task areas or educational concerns reported by teachers appropriate to each of the three studies. The table also includes the general category within which each concern statement fell. Of the nine task areas reported by elementary school teachers, four each were within the general categories "Student Needs" and "Curriculum and Program"; however, task areas in the former category recorded, collectively, higher percentages of need. Similarly, a majority of the task areas reported by junior high school teachers fell within the same two general categories and, again, the fractionally higher percentage, collectively, was in the "Student Needs" category. The high-response educational concerns reported by senior high school teachers were predominantly within the "Curriculum/Program" category.

However, the single most important concern for each of the three classifications of teachers was an item from the "Student Needs"/ "Student Services" category. For 85 percent of elementary teachers this item was "Diagnosing learning difficulties"; for 76 percent of junior high school teachers "Obtaining student background information"; while for 83 percent of senior high school teachers, the item of greatest concern was "Dealing with tardiness and/or absenteeism." Two items, "Selecting instructional materials" and "Developing course outlines" appear in all three listings of the top nine concerns. Items concerning "Student background information" and

Table 51

PERCENTAGE FREQUENCY DISTRIBUTIONS OF TEACHERS' NEEDS FOR CONSULTATIVE ASSISTANCE APPROPRIATE TO THE THREE STUDIES

Haughey (1976) : Gr. K-6			Harrison (1978) : Gr. 7-9			Millikan (1979) : Gr. 10-12		
Task Areas (n = 80)	%	General Category	Task Areas (n = 209)	%	General Category	Educational Concerns (n = 112)	%	General Category
18. Diagnosing learning difficulties	85[a]	SSN	31. Obtaining student background information	76	SN	21. Dealing with tardiness and/or absenteeism	83	C/SS
19. Developing remedial programs	75	SSN	1. Developing course outlines	74	C/P	7. Planning and/or utilizing evaluation procedures	78	I/M
2. Selecting instructional materials	73	C/P	2. Selecting long-use instructional materials	68	C/P	3. Determining expectations for student achievement	77	C/P
15. Operating audio-visual equipment	64	A-V	29. Diagnosing learning difficulties	66	SN	1. Determining established school programs/standards	77	C/P
1. Developing course outlines	55	C/P	13. Selecting audio-visual materials	63	A-V	22. Dealing with student personal problems	77	C/SS
20. Obtaining student background information	54	SSN	26. Diagnosing individual differences	61	SN	2. Determining teaching-time/subject allocation	73	C/P
21. Solving teacher-pupil problems	51	SSN	4. Selecting instructional materials for lessons	60	DI	6. Selecting "best" instructional materials	73	C/P
3. Developing unit/lesson plans	48	C/P	3. Developing long-use instructional materials	60	C/P	4. Determining course objectives	71	C/P
4. Developing instructional materials	48	C/P	7. Planning evaluation procedures	55	DI	5. Developing course outlines	70	C/P
SSN = Special Student Needs C/P = Curriculum/Program A-V = Audio-visual Technology			SN = Student Needs C/P = Curriculum/Program A-V = Audio-visual Technology DI = Planning for Daily Instruction			C/SS = Counseling/Student Services I/M = Instruction/Methodology C/P = Curriculum/Program		

[a] This means that 85 percent of elementary school teachers indicated their need for consultative assistance in the task area "Diagnosing learning difficulties."

"Evaluation procedures" each appear in two of the lists, while other items of similar content, such as "audio-visual technology," appear in two of the lists.

Subproblem 8.2

"To what extent are the personnel most frequently consulted similar among senior high school, junior high school and elementary school teachers?"

In each of the three studies, "teacher colleagues" were ranked as the personnel most frequently consulted. In the study conducted with senior high school teachers, five separate classifications of "classroom teacher" were delineated (assistant principal, department head, counselor, librarian, and classroom teacher), whereas in the junior high school study these were grouped together as a single classification. Percentage frequencies could not be computed for the elementary school study; however, clear evidence was provided in the text of the foremost ranking of classroom teachers as those providing the most assistance. Eighty-five percent of junior high school teachers sought assistance from classroom teachers whereas, by comparison, 83 percent of senior high school teachers sought assistance from the same group.

In all three studies, the principal was rated as the next most important source of assistance--27 percent in junior high schools and 10 percent in senior high schools--followed by teachers in other schools for the two groups of high school teachers--14 percent in junior high schools and 3 percent in senior high schools. External consultative personnel provided least consultative assistance at both junior and senior high school, and were not listed for elementary school. In the junior high school study, central office staff provided 11 percent and regional office staff 2 percent of the assistance, while at the senior high school level, Edmonton Public School Board consultants provided 3 percent, and Provincial Department of Education personnel 1 percent. An additional 2 percent of assistance was sought from community personnel at the senior high school level. These data are presented in Table 52.

Subproblem 8.3

"To what extent are recurring concerns of teachers similar among senior high school, junior high school and elementary school teachers?"

Greater percentages of elementary teachers recorded that they experienced recurring need for consultative assistance than did junior high school teachers, while senior high school teachers had, collectively, the lowest total percentages of recurring need. Ninety-two percent of elementary teachers cited "Developing instructional materials" as a recurring concern, 87 percent of junior high school teachers listed "Obtaining student background information" as recurring, while 73 percent of senior high school teachers reported "Determining expectations for student achievement" as the concern for which highest percentages of recurring need were recorded. Across the three studies, there was little direct duplication of individual items. Elementary teachers experienced a greater recurring need for items within the "Curriculum and Program" general category, junior high school teachers reported a predominance of items within the "Student

Table 52

PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE PERSONNEL MOST FREQUENTLY CONSULTED APPROPRIATE TO ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, AND SENIOR HIGH SCHOOLS

Haughey (1976) : K-6		Harrison (1978) : 7-9		Millikan (1978) : 10-12	
			%		%
Teacher Colleagues	a	Teacher Colleagues (same school)	85[b]	(Teacher Colleagues ((same school)	31[c]
				(Department Heads	24
				(Assistant Principals	15
				(Counselor	9
				(Librarian	4
Principal		Principal	27	Principal	10
Guidance Counselors		Teachers (other schools)	14	Teachers (other schools)	3
Assistant Principals		Central Office Staff	11	E.P.S.B. Consultants	3
Librarians		Regional Office Staff	2	Community Personnel	2
				Provincial Department of Education Personnel	1

[a] Percentage frequencies could not be computed because of a lack of specific information. The above ranking indicates a prioritized ordering of consultative assistance provision, based on approximate frequency counts.

[b] This means that 85 percent of junior high school teachers sought consultative assistance from teacher colleagues.

[c] This means that 31 percent of senior high school teachers sought consultative assistance from teacher colleagues. The summed "in-school" personnel, excluding the principal, gives a direct comparison with the Harrison study; 85% (junior high school):83% (senior high school).

Needs" general category, while senior high school teachers had almost equal percentages of responses for items within the "Counseling/ Student Services" and "Curriculum/Program" categories. Table 53 provides the specific detail of teachers' recurring concerns.

Subproblem 8.4

"To what extent is the level of satisfaction of the assistance provided similar among senior high school, junior high school and elementary school teachers?"

Table 54 lists the highest percentage frequency response items recorded for each of the rating classifications for level of satisfaction experienced for each of the three groups of respondent teachers. For example, in the study with elementary school teachers, 69 percent of the 75 mentions of assistance provided in relation to the task area "Operating audio-visual equipment" rated such assistance as "very satisfactory." Similarly, 66 percent of the 61 mentions of assistance provided for "Teaching concepts, constructs, generalizations" were rated as "satisfactory," while 33 percent of the 27 mentions of the help given for "Interpreting curriculum guides" was rated as "unsatisfactory."

The highest percentage of "very satisfactory" assistance, as rated by 47 percent of the 19 junior high school teacher mentions, was for the task area "Planning lessons." Ninety percent of the 10 mentions of assistance provided for "Establishing classroom control" were rated as "satisfactory" and 50 percent of the 12 mentions of junior high school teacher assistance for "Creating remedial programs" were rated as "unsatisfactory."

Table 53

PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE MOST IMPORTANT RECURRING CONCERNS FOR ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL TEACHERS, RESPECTIVELY

Recurring Concerns for Teachers								
Haughey (1976) : Gr. K-6			Harrison (1978) : Gr. 7-9			Millikan (1979) : Gr. 10-12		
Task Areas (n = 80)	%	General Category	Task Areas (n = 209)	%	General Category	Educational Concerns (n = 112)	%	General Category
4. Developing instructional materials	92[a]	CP	31. Obtaining student background information	87	SN	3. Determining expectations for student achievement	73	C/P
7. Developing questioning techniques	91	I	27. Motivating students	85	SN	7. Planning/utilizing evaluation procedures	72	I/M
5. Evaluating lessons/units	91	CP	26. Diagnosing individual differences	84	SN	6. Selecting "best" instructional materials	70	C/P
8. Teaching concepts, constructs generalizations	89	I	4. Selecting instructional materials	84	DI	22. Dealing with student personal problems	70	C/SS
17. Developing audio-visual materials	89	A-V	6. Planning behavioural objectives	81	DI	24. Improving student motivation	65	C/SS
19. Developing remedial programs	89	SSN	28. Selecting performance goals/objectives	80	SN	21. Dealing with tardiness/absenteeism	59	C/SS
3. Developing unit/lesson plans	87	CP	29. Diagnosing learning difficulties	80	SN	36. Obtaining information on budgeting/money control	53	A/O
10. Developing/using small group activities	86	I	36. Solving teacher-teacher conflict	80	IR	4. Determining course objectives	53	C/P
Percentage Means	89			83			64	
CP = Curriculum and Program I = Instruction A-V = Audio-visual Technology SSN = Special Student Needs			SN = Student Needs DI = Planning for Daily Instruction IR = Interpersonal Relationships			C/P = Curriculum/Program I/M = Instruction/Methodology C/SS = Counseling/Student Services A/O = Administrative/Organizational		

[a] This means that 92 percent of elementary school teachers experienced a recurring need for consultative assistance for the task area "Developing instructional materials."

Table 94

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS OF THE RATINGS OF THE CONSULTATIVE ASSISTANCE PROVIDED BY ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL TEACHERS, RESPECTIVELY

	Ratings of Consultative Assistance							
	General Category	Very Satisfactory		Satisfactory		Unsatisfactory		
		f	%	f	%	f	%	
HAUGHEY (1976) : Gr. K-6 (n = 80)								
Task Areas								
15. Operating audio-visual equipment	A-V	75	69[a]					
12. Using problem-solving/inquiry/discovery method	I	20	60					
2. Selecting instructional materials	CP	137	56					
20. Obtaining student background information	SSN	112	51					
8. Teaching concepts, constructs, generalizations	I			61	66	61	12	
5. Evaluating lessons/units	CP			30	66			
1. Developing course outlines	CP			134	52			
21. Solving teacher-pupil problems	SSN			102	51			
6. Interpreting curriculum guides	CP					27	33	
11. Planning individualized instruction	I					77	16	
18. Diagnosis of learning difficulties	SSN					214	12	
Percentage Means			59[b]		59		18	
Percentage Totals		89					11	100
A-V = Audio-visual Technology								
I = Instructional								
CP = Curriculum and Program								
SSN = Special Student Needs								
HARRISON (1978) : Gr. 7-9 (n = 209)								
Task Areas								
5. Planning lessons	DI	19	47					
31. Obtaining student background information	SN	20	40					
2. Selecting long-use instructional materials	CP	21	38			21	24	
1. Developing course outlines for the year	CP	47	34					
32. Establishing classroom control	IR			10	90			
26. Diagnosing individual differences	SN			30	73			
27. Motivating students	SN			26	73			
4. Selecting instructional materials for lessons	DI			17	70			
29. Diagnosing learning difficulties	SN					28	25	
3. Developing long-use instructional materials	CP					15	20	
30. Creating remedial programs	SN					12	50	
Percentage Means			24		77		30	
Percentage Totals		77					23	100
DI = Planning for Daily Instruction								
SN = Student Needs								
CP = Development of Annual Curriculum and Program								
IR = Interpersonal Relationship								
MILLIKAN (1979) : Gr. 10-12 (n = 112)								
Educational Concerns								
1. Determining established school programs/standards	C/P	22	46					
6. Selecting "best" instructional materials	C/P	13	46					
2. Determining teaching-time/subject-allocation	C/P	12	33			12	25	
7. Planning and/or utilizing evaluation procedures	I/M	18	28	18	61			
5. Developing course outlines	C/P			17	76			
3. Determining expectations for student achievement	C/P			11	73	11	27	
36. Obtaining information on budgeting/money control	A/O			14	72			
21. Dealing with tardiness and/or absenteeism	C/SS					73	37	
24. Improving student motivation	C/SS					19	37	
Percentage Means			38		71		32	
Percentage Totals		77					23	100
C/P = Curriculum/Program								
I/M = Instruction/Methodology								
A/O = Administrative/Organizational								
C/SS = Counseling/Student Services								

[a] This means that, of the 75 mentions, 69 percent rated as "very satisfactory" the consultative assistance provided in relation to the task area "Operating audio-visual equipment."

[b] This means that the mean level of "very satisfactory" rating of assistance provided in relation to the four highest-frequency "very satisfactory" response items was 59 percent.

Assistance provided for "Determining established school programs/standards" was rated by 46 percent of the 22 senior high school teacher mentions as "very satisfactory." Seventy-six percent of the help provided for "Developing course outlines" was rated as "satisfactory," while 37 percent of the mentions of assistance relating to "Dealing with tardiness and/or absenteeism" was rated as "unsatisfactory" by senior high school teachers.

The highest mean percentage of the ratings of "very satisfactory" provision of assistance for the four highest percentage response items by each group of teachers, was recorded by elementary teachers. Their mean was 59 percent, compared to the senior high school teachers' mean of 38 percent, and the junior high school teachers' mean of 24 percent.

Within the "satisfactory" classification, the order was reversed, with junior high school teachers recording the highest mean at 77 percent, followed by senior high school teachers at 71 percent, and elementary teachers with a mean rating of satisfaction at 59 percent.

Senior high school teachers reported the highest percentage of dissatisfaction for the high response items in this category. Their mean was 32 percent, compared to junior high school teachers' means of 30 percent, and elementary school teachers experienced least "unsatisfactory" provision of assistance with a mean over their four highest ratings of 18 percent.

Subproblem 8.5

"To what extent are the reasons for not seeking desired consultative assistance similar among senior high school, junior high school and elementary school teachers?"

The reason "insufficient time" or "not enough time" was the most frequently recorded response from junior high school (15 mentions) and senior high school (7 mentions) teachers. Although elementary teachers had a higher frequency rating for the reason "No-one to ask or didn't know 'whom to ask'" with 18 mentions, "No time" recorded the second highest frequency reason with 12 mentions. The second most prevalent reason provided by senior high school teachers also related to time--"No time [was] set aside for consultation," with 5 mentions.

Of the items listed for each group of teachers, "time" represented 10 percent of the total reasons given by elementary teachers; "time" represented 18 percent for junior high school teachers and "time" represented 32 percent of the reasons given by senior high school teachers for not seeking desired consultative assistance. Prominent among other reasons given by junior and senior high school teachers were reference to the non-availability of appropriate consultative personnel, and for the latter group, both internal and external consultative personnel were delineated. The lists of responses and their frequencies of mention for each group of teachers are presented in Table 55. Other high response items for elementary teachers included: "Not a high priority/major concern" 12 mentions, "No wish to take up another teacher's time" 11 mentions, "Personal desire" and "No-one else teaching program" both 9 mentions. Junior high school teachers stated: "Don't know where to find

Table 55

REASONS FOR NOT SEEKING DESIRED CONSULTATIVE ASSISTANCE PROVIDED BY ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL TEACHERS

Reasons for Not Seeking Assistance					
Haughey (1976) : Gr. K-6 (n = 80)		Harrison (1978) : Gr. 7-9 (n = 209)		Millikan (1978) : Gr. 10-12 (n = 112)	
	f		f		f
No-one to ask or didn't know	18[a]	Insufficient time	15	Not enough time	7
No time	12	Didn't know where to find information	9	No time set aside for consultation	5
Not high priority/major concern	12	Lack of availability of personnel	9	Colleagues/administrators too busy	4
No wish to take up teacher's time	11	Information not practical/vague	9	External consultants not available when needed	4
Personal desire	9	Previous experience was negative	8	Never see external consultants	3
No-one else teaching program	9	Problem eventually solved itself	8	Teachers know more than consultants	3
COSTA workshop provided answers	5	Availability of personnel and time to consult incongruent	5	No money available	2
Discussed generally	4	Red tape	4	Appropriate person hard to locate	2
Discussed at staff meetings	3	No consultants available	3	Didn't feel consultant could help	2
General concern	3	Not aware of need	3	Needs are too specialized	2
		Feeling of being inadequate	3	Real/useful help is rare	2
		Information not available	3	Too much time and effort needed	2

[a] On 18 occasions elementary school teachers stated a reason for not seeking desired consultative assistance as being "No-one to ask, or didn't know 'whom to ask'."

information," "Lack of availability of personnel," and "Information given was not practical/was vague" each 9 mentions. Senior high school teachers considered that "Colleagues/administrators are too busy" and "External consultants are not available when needed" each four mentions, and "Never see external consultants" three mentions.

SUMMARY

Greater percentages of senior high school teachers recorded need for assistance for the nine highest-response educational concerns than did either junior high school teachers in relation to their equivalent nine high-response concerns, or elementary teachers, who recorded lowest total percentage responses of need for assistance to their nine high-response task areas. While elementary school and junior high school teachers sought most assistance to task areas drawn almost equally from the "Student Needs" and "Curriculum/Program" general categories, senior high school teachers' greatest overall needs for assistance were heavily within the "Curriculum/Program" general category.

The consultant classification most frequently consulted across the three school levels was the "teacher colleague," followed by the principal. Internal consultative personnel accounted for 81 percent of the total assistance provided to junior high school teachers, while in the senior high school, internal personnel accounted for 91 percent of the total provision of assistance to teachers. No percentages could be computed from the elementary school study.

Elementary school teachers, as a classification, had the highest percentage of teachers experiencing recurring concerns, with a mean for the eight high-frequency response items of 89 percent, compared to junior high school teachers, whose mean for their eight high-frequency response items was 83 percent, and senior high school teachers whose mean was 64 percent for their eight high-frequency response items. The recurring concerns of elementary teachers were, by highest percentage, within the "Curriculum and Program" general category, while those for junior high school teachers were within the "Student Needs" category predominantly, and those for senior high school teachers were spread between "Counseling/Student Services" and "Curriculum/Program" predominantly.

The highest percentage responses of assistance rated as "very satisfactory" over the high-frequency responses only was recorded by elementary teachers with 59 percent. Junior high school teachers reported highest percentage levels of assistance rated as "satisfactory" with 77 percent, while senior high school teachers recorded highest percentages of assistance rated as "unsatisfactory" over the high-frequency response items, with a figure of 32 percent. When "very satisfactory" and "satisfactory" response percentages were combined, elementary teachers recorded the highest levels of satisfaction, followed by junior high school and senior high school teachers in that order. Highest levels of dissatisfaction with the assistance provided were recorded in the reverse order--senior high school, junior high school and elementary school teachers.

The most frequent reasons given by teachers across the three classifications for not seeking desired consultative assistance related to a "lack of time to seek it" and, although this was the second most frequent reason for elementary teachers, it represented

10 percent of the total reasons given by them, compared to 18 percent for junior high school and 32 percent for senior high school teachers. The other high frequency response for both elementary and junior high school teachers referred to "not knowing whom to ask."

Chapter 11

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This final chapter is divided into four major sections:

1. An overview of the study and of the major findings;

2. The relationship of the findings to the conceptual framework and to the related literature;

3. Implications for practice; and

4. Recommendations for further research.

SUMMARY OF THE STUDY AND ITS MAJOR FINDINGS

Problems Addressed by the Study

The purpose of this study was to examine the utilization of both internal and external consultative personnel by senior high school teachers within selected schools in the Edmonton Public School District in Alberta for the purpose of meeting these teachers' needs for consultative assistance. Data were sought from both senior high school teachers and external consultative personnel.

The following questions were used to examine this two-way consultative interaction:

1. To what extent do senior high school teachers seek consultative assistance?

2. What are the three educational concerns for which teachers express the greatest need for consultative assistance, and what levels

of satisfaction are experienced?

3. To what extent do senior high school teachers desire consultative assistance, but do not seek it?

4. To what extent do senior high school teachers provide consultative assistance to their colleagues?

5. To what extent are teachers' consultative needs met through various other experiences?

6. What are the responses of Edmonton Public School District supervisors and consultants to similar questions relating to the provision of consultative assistance to senior high school teachers?

7. What relationship exists between teachers' and consultants' responses to comparable sections of the questionnaire?

8. To what extent are the findings from this study of the consultative needs of senior high school teachers consistent with findings for junior high school teachers (Harrison, 1978) and elementary school teachers (Haughey, 1976)?

Justification for the Study

This research adds pertinent information concerning the consultative needs and practices of senior high school teachers to that obtained in previous research studies. Based on information in other available research reports, no research project had sought information from all levels of senior high school teachers specifically in relation to their expressed needs for consultative assistance. This research also adds the senior high school level to previous Alberta-based studies on educational consultation conducted by staff and students of the Department of Educational Administration at The University of Alberta, thereby providing an overview of consultative needs and practices from kindergarten through Grade 12.

Research Design and Methodology

The methodology used in this study was descriptive rather than inferential in that the teachers in the three high schools selected from within the Edmonton Public School District did not constitute a representative sample of a population and were, therefore, treated as a discrete population. Frequency and percentage frequency distributions and cross-tabulations were calculated.

Major Findings

This summary of the major findings is presented in relation to each of the eight Problems.

Major concerns (Problem 1). Senior high school teachers sought consultative assistance in relation to all 39 educational concerns. The general categories for which most assistance was sought were "Counseling/Student Services" and "Curriculum/Program." The individual concern for which the greatest percentage of teachers sought help was "Dealing with tardiness and/or absenteeism." Most of the assistance sought for a specific concern was on "one to four occasions" during the school year, while approximately one-quarter of all assistance was classified as "recurring."

Sources of assistance (Problem 1). The consultant classifications providing the most assistance were "teacher colleagues," "department heads," and "assistant principals." Assistance provided by internal consultative personnel accounted for 91 percent of the total.

Of all external assistance, only 3 percent was provided by school district consultants.

Teachers' three most important concerns (Problem 2). The two general categories recording the highest percentage frequencies of assistance were again "Counseling/Student Services" and "Curriculum/Program." The three most common individual concerns of teachers were "Dealing with tardiness and/or absenteeism," "Determining established school programs/standards," and "Planning and/or utilizing evaluation procedures." The majority of assistance provided across all categories was classified as "recurring."

Sources of assistance (Problem 2). For teachers' three most important concerns, the personnel most frequently consulted were "teacher colleagues" and "assistant principals." Ninety-six percent of the total assistance came from internal consultative personnel. School district consultants again provided 3 percent of the total.

Greatest levels of satisfaction were recorded for items within the "Curriculum/Program" general category, while greatest overall dissatisfaction was for items within the "Professional" category. However, the specific concerns of greatest dissatisfaction were "Dealing with tardiness and/or absenteeism" and "Improving student motivation."

Needed but unsought assistance (Problem 3). Twenty-one percent of teachers desired but did not seek needed consultative assistance, and over half of these reported this as occurring "once or twice per month." The main reasons for not seeking needed assistance related to a "lack of time to seek it." The general category within which the highest percentages of needed but unsought assistance were reported was "Counseling/Student Services."

Assistance provided to colleagues (Problem 4). Most assistance provided to same-school and other-school colleagues was for items within the "Curriculum/Program" category. Seventy-nine percent of teachers provided assistance to colleagues in the same school and 41 percent provided assistance to colleagues in other schools. Forty-one percent of same-school provision occurred "once or twice per week," while one-third of other-school provision occurred "once or twice per month."

Alternative experiences (Problem 5). Of the nine related general questions, the three relating to in-school experiences for teachers were strongly positively rated as meeting teachers' needs for consultative assistance, while the five relating to external agencies were strongly negatively rated by teachers. The majority positive or negative responses for each item were as follows:

(a)	Subject/department meetings	77 percent positive;
	Structures/procedures	62 percent positive;
	Trust of the consultant	61 percent positive;
	Accommodation/facilities	61 percent positive;
(b)	Other Alberta Teachers' Association services	80 percent negative;
	Alberta Teachers' Association specialist councils	76 percent negative;
	University personnel	72 percent negative;

School district professional development	65 percent negative; and
Journals/publications	49 percent negative.

External consultants' responses (Problem 6). At least 45 percent of school district consultants provided assistance for all 39 educational concerns. The three concerns for which the greatest percentage of consultants provided assistance most frequently were "Determining established school programs/standards," "Selecting 'best' instructional materials," and "Obtaining information on professional development/in-service programs." Highest ratings of satisfaction with the provision of assistance were recorded for items within the "Specialist Equipment/AV Technology" category. Greatest dissatisfaction was recorded for items within the "Counseling/Student Services" category. The predominant reason perceived by consultants as to why teachers may not seek needed consultative assistance was "no time to ask."

The majority positive or negative responses of consultants to the nine related general questions were as follows:

(a)	Trust of the consultant	75 percent positive;
	School district professional development	65 percent positive;
	Structures/procedures	60 percent positive;
	Subject/department meetings	50 percent positive;
	Accommodation/facilities	50 percent positive;
(b)	Other Alberta Teachers' Association services	85 percent negative;

Alberta Teachers' Association specialist councils	75 percent negative;
University personnel	70 percent negative; and
Journals/publications	60 percent negative.

Comparisons of responses (Problem 7). In comparing these particular findings, it should be borne in mind that assistance provided by school district consultants constituted only 3 percent of the total assistance.

The comparison of responses of teachers' seeking and school district consultants' provision of consultative assistance showed reasonable parity when both the 39 concerns and the 3 most important concerns were considered respectively. However, within each listing, particular items had noticeable percentage differences. For example, in the total listing, 83 percent of teachers sought assistance for "Dealing with tardiness and/or absenteeism," while 45 percent of consultants reported providing such assistance. Alternatively, for the concern "Utilizing paraprofessionals/parent volunteers," 21 percent of teachers sought assistance, while 90 percent of consultants provided it. Where the three most important concerns were nominated, 39 percent of teachers sought assistance for "Dealing with tardiness and/or absenteeism" but no consultant listed this concern among the three most frequently requested. On the other hand, "Obtaining information on professional development/in-service programs" was one of three items for which consultants provided most assistance, but it was not listed by teachers as one of their three most important concerns.

Levels of satisfaction recorded by both parties in relation to the provision and receipt of assistance reflected reasonable equivalence; however, while there was some disparity between responses to individual concerns, this was more apparent when respective levels of satisfaction were compared by general categories. For example, in relation to the category "Specialist Equipment/AV Technology," 100 percent of consultants reported satisfaction with their provision of assistance compared to 60 percent of teachers reporting satisfaction with receipt of such assistance. Similarly, satisfaction ratings for the "Instruction/Methodology" category were: consultants 100 percent and teachers 72 percent. The two most disparate examples of levels of dissatisfaction reported by both groups of respondents by general category were as follows: "Counseling/Student Services," teachers 16 percent and consultants 54 percent; and the "Professional" category, teachers 41 percent and consultants 16 percent.

The most commonly mentioned reason given by both groups as to why teachers may not seek needed consultative assistance related to a "lack of time to seek it." Teachers' responses to the nine related questions tended to be more strongly positive or negative than were consultants. The one major disagreement in ratings concerned school district professional development seminars, which consultants rated 65 percent positively, whereas teachers rated these 65 percent negatively.

Comparison of the three studies (Problem 8). The three studies compared differed significantly in both conceptual frameworks and instrumentation to such an extent that only restricted comparisons were possible. The single most important concern for elementary school teachers was "Diagnosis of learning difficulties," for junior high school teachers it was "Obtaining student background information," while for senior high teachers this was "Dealing with tardiness and/or absenteeism." The personnel consulted most frequently by teachers in all three studies were "teacher colleagues": they provided assistance to 85 percent of junior high school and 83 percent of senior high school teachers. (No percentage could be computed for elementary school teachers.) For the eight highest response items for each group, elementary school teachers recorded the highest mean percentage of recurring concerns, followed by junior high school teachers, and senior high school teachers, in that order. Elementary school teachers recorded the highest mean level of satisfaction with the assistance provided at 89 percent, while both junior and senior high school teachers had an equal mean level of 77 percent satisfaction. Across the three studies, the predominant reason given by teachers for not seeking needed consultative assistance was a "lack of time," which represented the most important reason for junior and senior high school teachers and the second most important reason for elementary school teachers.

RELATIONSHIPS OF THE FINDINGS TO THE CONCEPTUAL FRAMEWORK AND RELATED LITERATURE

Relationship of the Findings to the Conceptual Framework

Educational consultation was defined as follows for this study:

> Assistance and/or advice about perceived educational concerns, intentionally sought by teachers from other personnel, internal or external to the school, on a formal or informal basis, and through individual or small group interaction.

This definition relates to the two-way interactions of the seeking and providing of consultative assistance between the consultee/teacher and a series of consultants--both internal and external to the school. Havelock's (1973:19) two-way interaction network was adopted as the model which reflected most accurately these interactions. Based on the premise that teachers seek consultative assistance to grow professionally through the process of alleviating or removing recognised deficiencies and problems or to enhance and/or develop new skills and knowledge, the role of the consultant becomes essentially that of the change agent. That is, the consultant facilitates the desired change as a catalyst, a process-helper, a solution-giver, or a resource-linker, through the process of providing needed assistance.

Educational consultation also allows teachers to achieve professional growth through many self-initiated interactions with consultants/change agents. Havelock (1973:19) suggests that "Ultimately the client is best served by a network of two-way contacts with other clients and with a variety of resource persons, groups and institutions."

Findings from this study showed that the 112 senior high school teachers initiated an average of 21 of these two-way interactions with various consultative personnel in seeking assistance for the 39 educational concerns. Although groups of teachers may seek joint advice on common problems, the theatre for such shared concern would tend to be the subject/department or general staff meeting. Information gained through interviews with both teachers and consultants clearly indicated that, because of teachers' idiosyncratic approaches to problems, the prevalent lack of time, and the specific focus of individual consultative personnel, the great majority of instances where assistance was sought comprised numerous interpersonal interactions. Each new contact was initiated either to reinforce or to add new insights to information gained in previous interactions.

However, the findings were at variance with Havelock's (1973:10) belief concerning the value of these numerous interactions with both internal and external change agents:

> Sometimes outsiders see things more objectively and they are usually more free to work in a variety of ways . . . [and] . . . as an insider you are more familiar with the system and you feel its problems more deeply.

Senior high school teachers did not receive equal, or near equal assistance from these two classifications of personnel, since 91 percent of all assistance was provided by internal consultants compared to only 9 percent from external consultants. Havelock's (1973:19) position is quite clear:

> Effective problem-solving and self-renewal over time requires multiple exchanges with inside and outside resources, each representing specific knowledge, skill or service relevant to different needs at different times.

However, regardless of whether such assistance is provided by internal or external consultative personnel, the meeting of teachers' needs requires that consultants adopt one or all of the change agent roles of catalyst, solution-giver, process-helper, or resource-linker. Each of the 39 educational concerns is prefaced by one or other of the verbs: determining, developing, selecting, planning and/or utilizing, obtaining, dealing with, improving, diagnosing, resolving, or interpreting. In providing the requested assistance, the consultant is not replacing or removing the teacher's personal responsibility or desire to cope with the particular problem or to grow professionally.

Rather, the consultant is helping the teacher to cope more effectively as a direct result of the assistance and/or advice provided. The specific change-agent role enacted by the consultant will be dependent upon the particular nature of the concern, the psychological and physical approach adopted by the consultant, and the extent to which the teacher helps himself and/or responds to the actual assistance provided.

As described by various authors in the earlier development of the conceptual framework, the consultant functions in each of these change agent roles as "a facilitator of human potential" (Dinkmeyer and Carlson, 1977:172-173), "the architect of change" (Dinkmeyer and Carlson, 1973:85), a "change facilitator" (Sergiovanni, 1975:5), and as "an educational change agent" (Sergiovanni, 1975:47).

Relationship of the Findings to the Related Literature

Supervision. Responses of consultants indicated that their role perceptions corresponded with those of Parsons (1971:7):

(a) helping teachers clarify and sharpen their thinking . . .;
(b) enhancing the status of teachers . . .;
(c) helping teachers gather information . . .;
(d) helping set realistic student goals . . .; and
(e) encouraging teachers to examine their role.

Additional comments from consultants included:

(f) keeping teachers abreast of new trends;
(g) helping maintain educational standards from school to school; and
(h) providing teachers with on-the-spot professional development.

However, there was much evidence in support of Blumberg's (1974:151) contention that ". . . there is growing emphasis on teachers serving as supervisory-helping agents for one-another . . . ."

For example, 83 percent of senior high school teachers sought assistance from colleagues in the same school, and 79 percent provided assistance to colleagues in the same school. This practice of peer supervision in senior high schools would appear to be doing more than having what Alphonso (1977:594-601) called the "potential to bridge the gap" as 91 percent of all assistance was provided by internal consultative personnel and only 3 percent was provided by formally-designated external consultants.

This considerable extent of peer assistance is related to Rubin's (1975:30) belief that staff development is "an integral part of the day to day supervisory process." His position was supported by the finding that 22 percent of teachers provided consultative assistance to their same-school colleagues "once or twice per day" and 33 percent did so "once or twice per week."

An important aspect of this continual help is the reduction of a teacher's anxiety and the improvement of a teacher's self-concept. Bunyan's (1970) writings on the latent function of consultants of reducing anxiety and improving self-concept may be optimistic in view of the perceptions of consultants of teachers who failed to seek needed assistance as being "apathetic and complacent"; "afraid or unable to admit weaknesses"; and "unaware of consultants' resources."

With reference to these same negative perceptions, Blumberg's (1974:2-3) contention, that teacher-supervisor interaction reflects so much strategic gamesmanship, defensiveness, and closedness, that it can be described as a "cold war," is supported by comments provided by both groups about the other. Teachers' remarks about consultants included the following: "consultants are inadequate," "they are out of touch with the real world of the classroom," and "they are never available when needed." Consultants commented about teachers: "they are afraid to admit weaknesses," "they fear being evaluated/exposed," "they fear loss of prestige and confidence," "they have little real dedication," and "they lack training and awareness to grow." Where such perceptions are held by each party about the other, a constructive, trusting and helping interaction would appear to be in jeopardy. Blumberg (1974:2) also stated that problems encountered between teachers and superiors are the result of role perceptions and behavioral conflicts. Several consultants perceived that some teachers suffered from "a misunderstanding of roles."

The suggestion by Unruh and Turner (1970:151-158) that an index of the supervisor's success is the degree to which he is consulted raises questions about school district consultants who provided only 3 percent of the total assistance sought by senior high school teachers. This could indicate a "misunderstanding of roles" by both the consultants and teachers involved, or a low rating of success of these consultants, but many other factors, such as the type of service they provide and their accessibility, are involved.

Helping relationships. In keeping with the literature on Helping Relationships, the provision of assistance to teachers by either internal or external consultative personnel constitutes a helping relationship. The definition by Rogers (1961:39-40) describes the helping relationship as one where the intent is to promote growth, maturity, development, improved functioning, and coping with life. Educational consultation is directed precisely to this end. The percentages of provision of assistance for the 39 educational concerns express in quantifiable terms the extent to which teachers sought and consultants provided help for increasing the growth, maturity, development and coping skills of the teacher recipients. The seeking of assistance by teachers represents a helping interaction in which Carkhuff (1971:96) considers the helpees/teachers are functioning "normally" by societal standards and, within the school environment, are seeking help with "commonplace, everyday problems."

Within the scope of this study, no attempt was made to ascertain, based on Carkhuff and Berenson's (1967) scales, either teachers' or consultants' perceptions of the consultant's functional level of empathy, respect, concreteness, genuineness, or self-evaluation. Similarly, no attempt was made to ascertain the influence of the various secondary dimensions which impinge upon any helping relationship, as outlined by Carkhuff and Berenson (1967).

Educational consultation. The findings of this study both support and refute various advantages and disadvantages listed by Neagley and Evans (1970:135-136) in having formally designated consultative/advisory personnel. Comments from senior high school teachers do not support Neagley and Evans' contention that "expert assistance is available 'on call' from the consultant at all times." Further, senior high school teachers did not concede that "the most economical use was made of the consultants' time and talents" when only 3 percent of their total needed assistance was provided by the external school district consultative personnel. Consultants agreed with Neagley and Evans that some teachers do not recognize the need for help. Teachers agreed that consultative personnel were not always available; however, rather than being monopolized by other teachers, the fact that only 25 percent of consultants were free from administrative duties for more than 50 percent of their time may account for their perceived unavailability.

Other reasons which could account for senior high school teachers "never seeing external consultants" may include the following: that all consultants spent half or less of their time providing consultative assistance to senior high school teachers; 40 percent of consultants spent half or more of their time on administrative responsibilities; and 70 percent of consultants spent up to half of their time providing consultative assistance to K-9 teachers. Only 20 percent of consultants also taught at the Grade 10-12 level. Thus teachers' charges that consultants were "out of touch with the real world of the classroom" bears further investigation.

While providing no consultative assistance to teachers in "Instruction/Methodology" concerns--"the real world of the classroom"--principals were a significant source of help in other categories. Stoutenberg (1967) found a high degree of correlation between the administrative responsibilities and the consultative role of the principal. Some agreement with that finding occurred in this study as 68 percent of the assistance sought from the principals was for concerns within the "Professional" and "Administrative/Organizational" categories. For example, 30 percent of teachers sought assistance from the principal for "Interpreting school regulations, policies and guidelines," and 21 percent for "Obtaining information on budgeting/

money control."

On the other hand, assistance provided by department heads was strongly within the realm of classroom activities, which supports the findings of Eckman (1971) regarding the role of the department head. In this study, department heads provided teachers with 30 percent of the total assistance in the "Curriculum/Program" category, 18 percent in the "Instruction/Methodology" category, and 57 percent of the total assistance provided for items in the "Specialist Equipment/AV Technology" category. Over all 39 concerns, department heads provided the second greatest amount of consultative assistance after teacher colleagues.

In relation to levels of satisfaction experienced with assistance provided, McGillivray's (1966) finding, that teachers were dissatisfied with the assistance for motivating students, was corroborated by this study. However, in contrast to McGillivray's other results, senior high school teachers were 100 percent satisfied with the assistance provided for "Improving teaching methods" (a global term in relation to this study) and for "Obtaining adequate student background information," and only 8 percent of teachers were dissatisfied with the help provided for "Improving classroom control and discipline."

Overall, findings from this study support relevant conclusions drawn by Holdaway (1971) and are as follows:

1. None of the school district consultants in this study could be classified as full-time, since all either taught or had administrative responsibilities in addition to consulting with teachers.

2. All external consultants interviewed reported that they were unable to meet the demand for their services because of excessive administrative responsibility. They also stated that there were too few consultants to service the number of schools and teachers seeking assistance.

3. A frequent comment on questionnaires and in interviews was that some teachers do not perceive a need for consultative assistance.

4. Not only beginning teachers, but all teachers indicated that they did not receive sufficient help for their most serious problems.

5. In general, the assistance provided by consultants was in accordance with the needs expressed by teachers.

6. Principals were not asked for assistance in relation to "Instruction/Methodology" concerns, but rather provided assistance predominantly within the "Professional" and "Administrative/Organizational" categories.

7. Department heads were the second most frequently consulted classification after teacher colleagues, and were viewed by most teachers as colleagues in staff positions.

8. Some consultants believed that teachers were not aware of their own or consultants' roles.

Plamondon's research. The four concerns for which teachers sought greatest levels of consultative assistance in Plamondon's (1973) research were: "Information on students' background," "Assessing the need for remedial programs," "Implementing remedial programs" and "Developing course outlines." While these items were of concern for a majority of senior high school teachers, the items for which greatest percentages of assistance were sought were "Dealing with tardiness and/or absenteeism," "Planning and/or utilizing evaluation procedures," "Determining established school programs/standards" and "Determining expectations for student achievement."

The personnel most frequently consulted in the Plamondon study were principals and guidance personnel, whereas for this study teacher colleagues, assistant principals and department heads shared the highest percentage frequency response positions.

Of the related general questions asked of teachers in both studies, only that dealing with university personnel had any noticeable similarity. Eighty-four percent of teachers in the Plamondon study felt that university personnel could fill certain consultative needs, whereas 16 percent of the senior high school teachers stated that contact with university personnel met their needs for consultative assistance "moderately" or "considerably."

Haughey's research. The four most important task area concerns for elementary school teachers were: "Diagnosing learning difficulties," "Developing remedial programs," "Selecting instructional materials," and "Operating audio-visual equipment." While these items were, again, areas of concern for a majority of senior high school teachers, only one was directly similar to the four major concerns of senior high school teachers.

With one exception, all task areas in the Haughey (1976) study were rated by at least half of the elementary school teachers as "recurring concerns," whereas in this study only half of the educational concerns were rated as "recurring" by less than half of the teacher respondents, and 12 items received no "recurring" rating at all.

As was the case with elementary school teachers, the majority of senior high school teachers rated the assistance provided as "satisfactory" or "very satisfactory." However, high percentages of dissatisfaction were recorded by senior high school teachers for the assistance provided for particular items within the "Professional," "Specialist Equipment/AV Technology" and "Counseling/Student Services" categories.

A "lack of time" to seek assistance was the most frequently mentioned reason by senior high school teachers for not seeking needed consultative assistance. This was the second most frequent reason for elementary school teachers, following the comment "the concern was not of high priority." For both groups of teachers, the consultant classification most frequently mentioned was the "teacher colleague." The percentage frequencies for the provision of assistance by teachers to their colleagues was virtually the same for both groups, with over 60 percent providing such assistance at least "once or twice per week."

Harrison's research. Findings from this study which can be compared with those of Harrison (1978) are as follows:

1. Over half of the senior high school teachers sought assistance for 24 of their 39 listed concerns compared to a similar percentage of junior high school teachers who sought help for 11 of their 38 task areas. "Curriculum/Program" and "Student Needs" were the two general categories recording highest percentage frequencies

of provision of assistance for both groups. The percentage frequency distributions of existence of concerns for male and female teachers were similar in both studies.

2. On average, twice as many junior high school teachers experienced "recurring concerns" as did senior high school teachers. In both studies, the "teacher colleague" provided the greatest percentage of consultative assistance. However, for each educational concern, senior high school teachers sought assistance from three consultant classifications on average, whereas junior high school teachers tended to consult one referent only in relation to each task area. Internal consultative personnel provided a higher percentage of the total assistance to senior than to junior high school teachers.

3. A higher percentage of senior high school teachers provided assistance to their colleagues than did junior high school teachers.

4. A higher percentage of junior high school teachers reported having not sought needed assistance than did their senior high school colleagues. The reason given most frequently by both groups was a "lack of time to seek it." The predominant consultant perceptions of why teachers may choose not to seek needed assistance were, for senior high school teachers, "not enough time," and for junior high school teachers, "may imply incompetence."

5. Both studies reported a majority of teachers rating the assistance provided as "satisfactory" or "very satisfactory" with the percentage frequency rating for junior high school teachers being slightly greater than that for senior high school teachers.

IMPLICATIONS FOR PRACTICE

The findings of this study raise a number of issues which have significance for the effectiveness of educational consultation; these are associated with teacher morale and teaching effectiveness.

Senior high school teachers obviously experience some difficulty in obtaining consultative assistance from formally designated external consultants. Also, teachers suffer from a lack of time to seek as much consultative assistance as they desire from either external or internal personnel. The 144 occasions on which senior high school teachers received assistance from school district consultants amounted to approximately 1.3 occasions per teacher for the entire school year. The reported frequencies of assistance sought from internal consultative personnel represent a per teacher average of one interaction every six school days. Because 28 percent of all assistance sought was classified by teachers as "recurring," teachers' claims that they do not have time to seek needed assistance appear to be both valid and readily believable. The reported provision of assistance by teachers to their colleagues in the same school represents one such interaction per teacher every 17 school days.

While administrative personnel appear to be genuine about their recognition of teachers' needs for consultative assistance, there would seem to be serious need for an evaluation of current teacher access, not only to external consultants, but also to all personnel within schools who provide consultative assistance.

A potentially effective method of ensuring greater teacher access to consultants would entail some rearrangement of school hours and/or of teaching responsibilities to provide teachers with more time away from the classroom to interact with appropriate others on both personal and common educational concerns. Consideration might also be given to the redefining of consultants' roles to relieve them of an apparent weight of administrative responsibilities, and permit them to spend more time in actual consultation with teachers. The charge levelled by some teachers that consultants were "out of touch with the real world of the classroom" was potentially relevant for 80 percent of the external consultative personnel in the study. The recommended redefinition of consultants' roles might comprise the following elements: (1) that all formally designated consultative personnel be half-time classroom teacher and half-time consultant; (2) that their consultative responsibilities directly correlate with the categories of grade levels taught by them; and (3) that their consultative responsibilities give them access to a maximum of five neighbouring schools, thus ensuring greatly increased teacher/consultant interaction. Consultants would have first-hand knowledge of teachers' concerns, and the apparent teacher (and consultant) fear of unofficial central-office evaluation of teachers would likely be removed. This might, in turn, lead to greater openness on the part of teachers to discuss their problems, and less reticence in the seeking of needed assistance.

With regard to the potential benefit of external agencies as alternative sources of needs fulfillment, the findings suggest that a reappraisal of their services to senior high school teachers is needed. Stringent efforts might be made to offer services and resources which are otherwise unavailable to teachers, at times and in settings where maximum numbers of teachers could benefit. Greater cooperation with university personnel might be fostered in acquainting teachers with relevant research findings, as well as having them assist teachers with in-school research and the planning of ways to alleviate common problems and concerns.

An evaluation of the extent to which existing pre-service and in-service teacher training programs anticipate or attempt to obviate teachers' concerns, as reported, might also be appropriate.

Finally, consideration might be given for the creation of consultant and supervisor pre-service and in-service training programs to assist these personnel in providing more effective helping relationships. These might be along the lines suggested by Carkhuff and Berenson (1967) for increasing consultants' functional levels of empathy, respect, genuineness, concreteness and self-evaluation.

Since all growth constitutes change, and since all change brings with it new insights, Havelock's (1973:19) model of multiple two-way interactions of teachers with both internal and external consultative personnel has the potential for permitting greatest professional growth through the helping relationship of educational consultation.

RECOMMENDATIONS FOR FURTHER RESEARCH

The following recommendations for further research into educational consultation in Alberta fall into two categories: (a) those which may be undertaken as doctoral dissertations, and (b) a province-wide study conducted and funded by the Provincial Government through the Department of Education.

Possible Doctoral Dissertations

1. A replication study using the same instruments with a random sample of senior high school teachers throughout the Province of Alberta to ascertain the extent to which the findings of this study are representative.

2. A case-study approach involving elementary schools, junior high schools and senior high schools to study the various interaction patterns used in the provision of educational consultation by both internal and external consultative personnel, and an appraisal of the perceived respective effectiveness of such interactions.

3. A pre-test, post-test study using a random sample of Edmonton Public School District senior high school teachers to study the relationships (if any) between the provision of educational consultation and (a) improved teacher morale, and/or (b) improved student grades.

4. A study, using control groups, of the relationships between resolved and unresolved educational concerns and teacher self-concept and/or morale.

5. A study of the extent to which existing pre-service and in-service teacher-training programs affect teachers' needs for educational consultation.

6. A planning recommendation for the implementation of a program permitting greater teacher access to both internal and external consultative personnel for the purpose of reducing or eliminating existing educational concerns and to increase teacher effectiveness and to promote professional development.

Possible Province-Wide Study

A province-wide study conducted with all Alberta K-12 teachers using a single comprehensive questionnaire to ascertain more precisely the educational concerns experienced by Alberta teachers. The questionnaire could seek the following information:

1. Demographic characteristics of respondents.

2. A comprehensive list of 80 to 100 possible educational concerns or issues which may adversely affect teaching effectiveness, an indication of the single most important problem within each of these items, and isolation of the ten most important educational concerns.

3. All personnel consulted (from a comprehensive listing of likely sources of assistance) for each educational concern, and isolation of the single most important consultant for each concern.

4. The frequency of seeking assistance, the classification of recurring concerns, a rating of the assistance provided, difficulties encountered in seeking assistance, and the methods of assistance seeking and provision which have proven the most productive.

5. Provision of assistance to colleagues, circumstances under which it is provided, and the extent to which such provision alleviates personal concerns.

6. The extent of not seeking needed assistance and the accompanying reasons, and circumstances which would alter this situation.

7. The value of external agencies as potential sources of alternative needs fulfillment, such as the Provincial Department of Education; central and regional offices of education; the Alberta Teachers' Association; various post-secondary institutions; parent

associations; and business/industrial organizations.

Concluding Comment

The findings of this study suggest that the value of educational consultation has been under-estimated and the practice under-utilized as a means of reducing teacher-recognised problems, of increasing teachers' professional development, and of improving the teaching-learning situation in the classroom.

In seeking the desired assistance, teachers in this study were forced to operate under the difficulties of a lack of time, a lack of access to formally designated external consultants, and for some at least, a lack of access to the appropriate personnel within the school.

The literature clearly attests to the value of educational consultation as an interpersonal helping relationship and as an educational and professional service to teachers. Strenuous efforts should be made to improve both the quality and quantity of educational consultation in the long-term interests of improved educational services to students.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alfonso, Robert J.
1977 "Will peer supervision work?" Educational Leadership, May, 8:34, 594-601.

Anderson, Robert H.
1967 "Supervision of teaching : An analogue." In William H. Lucio (Ed.), Supervision : Perspectives and Propositions. Washington, D.C.: Association for Supervision and Curriculum Development. (pp. 29-41)

Bauer, Hanna
1975 "The resource teacher--A teacher consultant." Academic Therapy, Spring, 10:3, 299-304.

Bennis, Warren G., Kenneth D. Benne, Robert Chin, and Kenneth E. Corey
1976 The Planning of Change (3rd Ed.). New York: Holt, Rinehart and Winston.

Bishop, Leslee J., and Gerald R. Firth
1977 "New conceptions of supervision." Educational Leadership. May, 8:34, 572-579.

Bjork, Walter Eugene
1970 "A Study of the Influence of the Role of the Curriculum Consultant on Curriculum Implementation." Unpublished doctoral dissertation, Northwestern University, Evanston, Illinois. Dissertation Abstracts, 31/07A:404-A.

Blessing, Kenneth
1968 The Role of the Resource Consultant in Special Education, Washington, D.C. The Council for Exceptional Children. National Education Association.

Blocher, Donald A.
1975 "A systematic eclectic approach to consultation." In Clyde A. Parker (Ed.), Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota. (pp. 155-176)

Blumberg, Arthur
1974 Supervisors and Teachers : A Private Cold War. New York: McCutchan.

Brammer, Lawrence M.

1973 The Helping Relationship. Englewood Cliffs, N.J.: Prentice-Hall.

1977 "Who can be a helper?" Personnel and Guidance Journal, February, 55:6, 303-308.

Brokes, Al

1975 "A process model of consultation." In Clyde A. Parker (Ed.), Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota. (pp. 183-204)

Bunyan, W. L.

1970 "Anxiety, self-concept and supervision." Canadian Administrator, December, 10:3, 11-14.

Burke, Ronald J., Tamara Wier and Gordon Duncan

1976 "Informal helping relationships in work organizations." Academy of Management Journal, 19:3, 370-377.

Carkhuff, R. R., and Bernard G. Berenson

1967 Beyond Counseling and Therapy. New York: Holt, Rinehart and Winston.

Carkhuff, Robert R.

1969a Helping and Human Relations, Vols. I & II. New York: Holt, Rinehart and Winston.

1969b "The prediction of the effects of teacher-counselor education: The development of curriculum and discrimination indexes." Counselor Education and Supervision, 8:4, 265-272.

1969c "Helper communication as a function of helper affect and content." Journal of Counseling Psychology, 16:126-131.

1969d "Critical variables in effective counselor training." Journal of Counseling Psychology, 16:238-245.

1971 The Development of Human Resources. New York: Holt, Rinehart and Winston.

Carlson, Jon

1972 "Consulting : Facilitating school change." Elementary School Guidance and Counseling, December, 7:2, 83-89.

Chapman, Robin J.

1972 "The Nature and Role of Regional Offices of Education in the Province of Alberta." Unpublished master's thesis. Edmonton: University of Alberta.

Cohen, Raquel
1975 "Co-professional collaborative school consultation model." In Clyde A. Parker (Ed.), Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota. (pp. 209-226)

Coombs, Arthur, Donald L. Avila, and William W. Purbey
1971 Helping Relationships. Boston: Allyn and Bacon.

Cowle, Walter
1971 "The Role of the Elementary School Consultant." Unpublished master's thesis. Edmonton: University of Alberta.

Dinkmeyer, Don, and Jon Carlson
1973 Consulting : Facilitating Human Potential and Change Process. Columbus, Ohio: Merrill.

1977 "Consulting : Training counselors to work with teachers, parents and administrators." Counselor Education and Supervision, March, 16:3, 172-177.

Eckman, John Christ
1971 "The High School English Department Chairman as Research Stimulator and Consultant." Unpublished doctoral dissertation, University of Illinois at Urbana-Champagne. Dissertation Abstracts, 32/10A:5531-A.

Enns, Frederick
1963 "Supervision : A rationale." Canadian Administrator, April, 2:7, 27-30.

1968 "Supervision of instruction : A conceptual framework." Canadian Education and Research Digest, September, 283-297.

Faust, Verne
1975 "Developmental consultation in school settings." In Clyde A. Parker (Ed.), Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota. (pp. 227-245)

Flynn, Creighton Wayne
1971 "The Principal as an Organizational Consultant." Unpublished doctoral dissertation, University of Oregon. Dissertation Abstracts, 32/09A:4873-A.

Gathercole, Frederick J.
1962 "The professional development of staff." Canadian Administrator, December, 11:3, 9-12.

Gokiert, Mary Lynne
1974 "A Systematic Program in Helping and Human Relations Skills." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Goldenberg, Ira I.
1973 The Helping Professions in the World of Action. Massachusetts: Lexington Books.

Harris, Ben M.
1977 "Altering the thrust of supervision through creative leadership." Educational Leadership, May, 8:34, 567-571.

Harrison, R. C.
1978 "Consultative Needs and Practices in Selected Junior High Schools in Alberta." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Haughey, M. L.
1972 "Opinions of Teachers in Alberta Concerning Staffing Practices." Unpublished master's thesis. Edmonton: University of Alberta.

1976 "Consultative Practices in Elementary Schools." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Haughey, M., E. A. Holdaway, and J. M. Small
1977 "Consultative practices of elementary school teachers : Some research findings." Alberta Journal of Educational Research, 23, 1:85-96.

Havelock, Ronald G.
1973 The Change Agent's Guide to Innovation in Education. Englewood Cliffs, N.J.: Educational Technology Publications.

Havelock, Ronald G., and Mary C. Havelock
1973 Training for Change Agents. Michigan: University of Michigan.

Haynes, Merton Leroy
1967 "A Study of the Role of the Helping Teacher as Perceived by Principals, Consultants, Selected New Teachers of the Disadvantaged and the Helping Teachers Themselves." Unpublished doctoral dissertation, Michigan State University. Dissertation Abstracts, 28/03A:902-A.

Hendee, Raymond E.
1976 "Towards effective staff development plans and programs." Educational Leadership, December, 34:3, 163-164.

Heuth, Warner Martin
1971 "A Factor Analytic Study of the Role of the Regional Curriculum Consultant." Unpublished doctoral dissertation, University of Iowa. Dissertation Abstracts, 32/06A:71-72.

Hewitson, M.
1976 "Supervision, rapport with the principal, and beginning teacher satisfaction." Canadian Administrator, April, 15:7, 1-5.

Hicks, Herbert G., and C. Ray Gullett
1975 Organizations : Theory and Behavior. New York: McGraw-Hill.

Hicks, Laurabeth H., and David N. Aspy
1977 "The counselor's role in helping teachers with career education with an human resources development system." Counselor Education and Supervision, March, 16:3.

Hoffman, W. H., and L. L. Wyatt
1977 "Human resource planning." The Personnel Administrator, January, 22:1, 19-23.

Holdaway, E. A.
1971a "Research into Consultation." A paper presented at the Canadian Education Association Short Course on Educational Leadership, Banff, Alberta.

1971b "Staffing metropolitan school districts." The Canadian Administrator, April, 10:29-33.

1978 Teacher Satisfaction : An Alberta Report. Edmonton: Department of Educational Administration, University of Alberta.

Humphries, E. H.
1970 "Equality?" Education Canada, 11:34-39.

Hundlby, Glen Daryll
1973 "Communication and Empathy." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Ivey, Allen E.
1976 "The counselor as teacher." Personnel and Guidance Journal, 54:8, 431-434.

Kolb, David A., and Richard E. Boyatzis
1974 "Helping and consulting : On the dynamics of the helping relationship." In David A. Kolb, Irwin M. Rubin, and James M. McIntyre, Organizational Psychology : A Book of Readings, 2nd Ed. Englewood Cliffs, N.J.: Prentice-Hall.

Lippitt, Gordon, and Ronald Lippitt
1978 The Consulting Process in Action. California: University Associates.

Lortie, Dan C.
1975 Schoolteacher : A Sociological Study. Chicago: University of Chicago Press.

Lucio, William H.
1967 Supervision : Perspectives and Propositions. Washington, D.C.: Association for Supervision and Curriculum Development.

Lucio, William H. (Ed.)
1969 The Supervisor : New Demands, New Dimensions. Washington: Association for Supervision and Curriculum Development.

Lucio, W. H., and J. D. McNeil
1969 Supervision : A Synthesis of Thought and Action. New York: McGraw-Hill.

McGillivray, William R.
1966 "A Survey of Supervisory Assistance as Perceived by Beginning Teachers in Selected Urban High Schools in Ontario." Unpublished master's thesis. Edmonton: University of Alberta.

MacKay, D. A.
1969 "Canadian supervisory practices." The Canadian Administrator, December, 9:9-14.

1971 "A Systematic Approach to Consultation." A paper presented at the Canadian Education Association Short Course on Educational Leadership, Banff, Alberta.

Manolakes, Theodore
1975 "The advisory system and supervision." In Thomas J. Sergiovanni (Ed.), Professional Supervision for Professional Teachers. Washington, D.C.: Association for Supervision and Curriculum Development. (pp. 51-64)

Marchant, David F.
1976 "The counselor-consultant in the elementary school." School Guidance Worker, July/August, 31:6, 22-27.

Miklos, Erwin
1971 "Alternative Approaches in Supervision and Consultation." A paper presented at the Canadian Education Association Short Course on Educational Leadership, Banff, Alberta.

Milne, John L.
1968 "Problems of First Year Teachers in the Urban School System." Unpublished master's thesis. Edmonton: University of Alberta.

Moller, G. E.
1968 "A Comprehensive Study of the Problems of Beginning Teachers in Selected Large Senior High Schools." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Neagley, R. L., and D. H. Evans
1970 Handbook for Effective Supervision of Instruction. Englewood Cliffs, N.J.: Prentice-Hall.

Owens, Robert G.
1970 Organizational Behavior in Schools. Englewood Cliffs, N.J.: Prentice-Hall.

Parker, Clyde A. (Ed.)
1975 Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota.

Parsons, G. L.
1971 "Teacher perceptions of supervisory effectiveness." The Canadian Administrator, November, 11:5-8.

Patterson, C. H.
1962 Counseling and Guidance in Schools. New York: Harper and Brothers.

Plamondon, J. L.
1973 "Consultative Needs of Teachers." Unpublished master's thesis. Edmonton: University of Alberta.

Porter, Lyman W., Edward E. Lawler III, and J. Richard Hackman
1975 Behavior in Organizations. New York: McGraw-Hill.

Raine, Ronald V.
1977 "How to get maximum value from consultants." The Personnel Administrator, January, 22:1, 30-34.

Ratsoy, Eugene W.
1970 Characteristics and Instructional Practices of Alberta Teachers in 1968-1969. Edmonton: The Alberta Advisory Committee on Education Studies.

Reissman, F.
1965 "The helper therapy principle." Social Work, 10:27-32.

Rubin, Louis J.
1975 "The case for staff development." In Thomas J. Sergiovanni (Ed.), Professional Supervision for Professional Teachers. Washington, D.C.: Association for Supervision and Curriculum Development. (pp. 47-54)

Rutrough, James E.
1967 "The supervisor's role in personnel administration." Educational Leadership, 25:3, 249-255.

Rhodes, Eric
1975 "Using consultants." New Directions for Community Colleges, Autumn, 11:75-80.

Rogers, Carl
1951 Client-Centred Therapy. Boston: Houghton Mifflin.

1961 On Becoming a Person. Boston: Houghton Mifflin.

Savage, W. W.
1959 Consultative Services to Local School Systems. Chicago: University of Chicago.

Schein, Edgar H.
1970 Organizational Psychology (2nd Ed.). Englewood Cliffs, N.J.: Prentice-Hall.

1969 Process Consultation. Reading, Massachusetts: Addison-Wesley.

Scott, Charles Alvin
1972 "The Consultative Role of the Teacher in the Decision Making Processes of Selected New Jersey School Systems." Unpublished doctoral dissertation, Temple University. Dissertation Abstracts, 33/01A:123-A.

Sergiovanni, Thomas J. (Ed.)
1973 Professional Supervision for Professional Teachers. Washington, D.C.: Association for Supervision and Curriculum Development.

Sergiovanni, Thomas J., and Fred D. Carver
1974 The New School Executive : A Theory of Administration. New York: Dodd Mead.

Sergiovanni, Thomas J., and R. J. Starratt
1971 Emerging Patterns of Supervision : Human Perspectives. New York: McGraw-Hill.

Stoutenburgh, William Harry
1967 "The Consultative Role of the Secondary School Principal in the Decision Making Process of Selected New York School Systems." Unpublished doctoral dissertation, Temple University. Dissertation Abstracts, 28/03:923-424-A.

Tharp, Roland G.
1975 "The triadic model of consultation : Current considerations." In Clyde A. Parker (Ed.), Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota. (pp. 133-154)

Truax, Charles, B., and Robert R. Carkhuff
1967 Towards Effective Counseling and Psychotherapy. Chicago: Aldine.

Unruh, Adolph, and Harold E. Turner
1970 Supervision for Change and Innovation. Boston: Houghton Mifflin.

Unruh, Glenys G.
1977 "Instructional supervision : Issues and trends." Educational Leadership, May, 8:34, 563-566.

Walker, Donald E., and Herbert C. Peiffer
1957 "The goals of counseling." Journal of Counseling Psychology, Fall, 4:204-209.

Wilhelms, Fred T.
1970 "The delicate art called supervision." Headmaster, Fall, 39-41.

Williams, Lois
1966 "The consultant-teacher transaction." Educational Leadership, April, 23:541-544.

Young, George P.
1975 "Effective models of consultation in the schools : A consumer's point of view." In Clyde A. Parker (Ed.), Psychological Consultation : Helping Teachers Meet Special Needs. Minnesota: Leadership Training Institute/Special Education, University of Minnesota. (pp. 249-266)

APPENDIX

2

THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

__________, 1978

Dear Teacher:

I am presently engaged in doctoral studies within the Department of Educational Administration at The University of Alberta.

The purpose of this questionnaire is to obtain information about the provision of consultative assistance to teachers in selected senior high schools in Alberta. This information represents a major part of my doctoral dissertation. To collect the data necessary for the study, teachers and consultative personnel are being requested to complete and return appropriate questionnaires.

Would you please provide data relevant to thirty-nine educational concerns for which you have sought and/or provided advice or assistance through contact with other personnel both internal and external to your school.

I would appreciate your assistance and cooperation in completing this questionnaire as soon as possible and returning it, sealed in the envelope provided, to your principal by April ____, 1978.

All data will be treated as confidential.

A bound copy of the dissertation, plus multiple copies of an abbreviated report will be forwarded to each school participating in the study.

Yours sincerely,

Ross Millikan

432-4909 (Department of Educational Administration)
436-6956 (Home)

RM/hlp
Encl.

Consultative Practices in Selected Senior High Schools in Alberta

QUESTIONNAIRE

A. DEMOGRAPHIC DETAILS

CODE NO. __________

c c

1-5

Please place check (✓) or appropriate response in the space provided.

1. Sex — Male ( ) 1. Female ( ) 2. — 6

2. Age on last birthday — 7

20-24 years ( ) 1.
25-29 years ( ) 2.
30-34 years ( ) 3.
35-39 years ( ) 4.
40-44 years ( ) 5.
45-49 years ( ) 6.
50-54 years ( ) 7.
55-59 years ( ) 8.
60 and over ( ) 9.

3. Complete years of post-secondary education as assessed for salary purposes. — 8

2 years or less ( ) 1.
3 years ( ) 2.
4 years ( ) 3.
5 years ( ) 4.
6 years or more ( ) 5.

4. Number of complete years of teaching experience. (Include current academic year as one full year.) — 9-12

Total ( ) 1. In present school ( ) 2.

5. Position in the school. (Check one only.) — 13

Principal ( ) 1.
Assistant Principal ( ) 2.
Department Head ( ) 3.
Classroom Teacher ( ) 4.
Librarian ( ) 5.
Counsellor ( ) 6.
Other (please specify) ( ) 7.
____

6. Grade levels taught. (Rank order from 1 to 3, where 1 indicates the greatest amount.) — 14-16

Grade 10 ( ) 1. Grade 11 ( ) 2. Grade 12 ( ) 3.

7. Is your present assignment generally consistent with your academic preparation? — 17

Yes ( ) 1. No ( ) 2.

If "No", please elaborate. ______________________________

____

c c

8. Is your present assignment generally consistent with your teaching experience? 18

Yes ( )1. No ( )2.

If "No", please elaborate. ______________________________

____

9. Which subject area(s) do you teach this year? (Rank order where 1 = most.) 19-20

21-22

01. Business Education e.g. - accounting
- law
- typing/shorthand ( )

02. English/Language arts ( )

03. Fine Arts e.g. - art
- drama
- music ( )

04. Home Economics e.g. - clothing/textiles
- food sciences ( )

05. Industrial/Vocational Education e.g. - beauty culture
- construction/fabrication
- electronics
- mechanics
- media/communications ( )

06. Mathematics ( )

07. Modern/Second Languages e.g. - French
- Ukrainian ( )

08. Physical Education ( )

09. Sciences e.g. - biology
- chemistry
- physics ( )

10. Social Sciences e.g. - economics
- geography
- history
- psychology
- religion
- social studies
- sociology ( )

11. Special Programs e.g. - earth-bound
- driver education
- work experience ( )

12. Student Services e.g. - counselling
- library ( )

13. Other (please specify) ______________________ ( )

B. EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE HAS BEEN SOUGHT

DEFINITION:
For the purposes of this study "consultative assistance" is defined as:

Assistance and/or advice about perceived educational concerns intentionally sought by teachers from other personnel, internal or external to the school, on a formal or informal basis, and through individual or small group interaction.

Listed below are 39 educational concerns grouped under six category headings. For each educational concern for which you sought consultative assistance since September 1, 1977, please indicate in the first column the number of occasions as follows:

1-4 occasions	(1)
5 or more occasions	(5)
Recurring need	(R)

Please circle the letter indicators of all consultative personnel, appropriate to each educational concern, from whom you sought consultative assistance from September 1, 1977.

EXAMPLE: Developing course outlines. (R) P AP [✓ DH] [✓ TC] C L OS BC DP CI

EDUCATIONAL CONCERNS	Number of occasions	Consultative Personnel										c.c.
		Principal	Assistant principal	Department head	Teacher colleague	Counsellor	Librarian	Teacher in other schools	E.P.S.B. consultants	Provincial Department of Education personnel	Community/Industrial/Business personnel	
Curriculum/Program Determining:												
1. - established school programs and standards.	( )	P	AP	DH	TC	C	L	OS	BC	DP	CI	23-33
2. - teaching-time and subject allocation.		P	AP	DH	TC	C	L	OS	BC	DP	CI	34-44
3. - expectations for student achievement.		P	AP	DH	TC	C	L	OS	BC	DP	CI	45-55
4. - course objectives.		P	AP	DH	TC	C	L	OS	BC	DP	CI	56-66
5. Developing course outlines.		P	AP	DH	TC	C	L	OS	BC	DP	CI	67-77
6. Selecting "best" instructional materials.		P	AP	DH	TC	C	L	OS	BC	DP	CI	6-16

EDUCATIONAL CONCERNS	Number of occasions	Principal	Assistant principal	Department head	Teacher colleague	Counsellor	Librarian	Teacher in other schools	E.P.S.B. consultant	Provincial Department of Education personnel	Community/Industrial/Business personnel	c.c.
Instruction/Methodology												
Planning and/or utilizing:												
7. - evaluation procedures.		P	AP	DH	TC	C	L	OS	BC	DP	CI	17-27
8. - individualized instruction.		P	AP	DH	TC	C	L	OS	BC	DP	CI	28-38
9. - small group instruction.		P	AP	DH	TC	C	L	OS	BC	DP	CI	39-49
10. - team-teaching techniques.		P	AP	DH	TC	C	L	OS	BC	DP	CI	50-60
11. - problem-solving, inquiry and discovery techniques.		P	AP	DH	TC	C	L	OS	BC	DP	CI	61-71
12. - questioning techniques.		P	AP	DH	TC	C	L	OS	BC	DP	CI	6-16
Determining "best"												
13. - techniques for content presentation		P	AP	DH	TC	C	L	OS	BC	DP	CI	17-27
14. - sequencing for content presentation		P	AP	DH	TC	C	L	OS	BC	DP	CI	28-38
Specialist Equipment/AV Technology												
Selecting and/or:												
15. - operating specialist and/or AV equipment.		P	AP	DH	TC	C	L	OS	BC	DP	CI	39-49
16. - developing specialist and/or AV materials.		P	AP	DH	TC	C	L	OS	BC	DP	CI	50-60
17. Obtaining information on new specialist and/or AV materials and equipment.		P	AP	DH	TC	C	L	OS	BC	DP	CI	61-71
18. Utilizing kits, games, charts.		P	AP	DH	TC	C	L	OS	BC	DP	CI	6-16
Counselling/Student Concerns												
Developing and/or utilizing:												
19. - remedial programs and materials.		P	AP	DH	TC	C	L	OS	BC	DP	CI	17-27
20. - accurate reporting procedures.		P	AP	DH	TC	C	L	OS	BC	DP	CI	28-38
Dealing with:												
21. - tardiness and/or absenteeism.		P	AP	DH	TC	C	L	OS	BC	DP	CI	39-49
22. - student personal problems.		P	AP	DH	TC	C	L	OS	BC	DP	CI	50-60
Improving:												
23. - classroom control and discipline.		P	AP	DH	TC	C	L	OS	BC	DP	CI	61-71
24. - student motivation.		P	AP	DH	TC	C	L	OS	BC	DP	CI	6-16
25. Obtaining adequate student background information.		P	AP	DH	TC	C	L	OS	BC	DP	CI	17-27
26. Determining the needs and abilities of individual students.		P	AP	DH	TC	C	L	OS	BC	DP	CI	28-38
27. Diagnosing learning difficulties.		P	AP	DH	TC	C	L	OS	BC	DP	CI	39-49

EDUCATIONAL CONCERNS	Number of occasions	Principal	Assistant principal	Department head	Teacher colleague	Counsellor	Librarian	Teacher in other schools	E.P.S.B. consultant	Provincial Department of Education personnel	Community/Industrial/Business personnel	c.c.
Professional Obtaining information on:												
28. - legal and/or professional rights and responsibilities.		P	AP	DH	TC	C	L	OS	BC	DP	CI	50-60
29. - professional development and in-service programs.		P	AP	DH	TC	C	L	OS	BC	DP	CI	61-71
30. - teacher evaluation, promotion, transfer and/or sabbatical applications.		P	AP	DH	TC	C	L	OS	BC	DP	CI	6-16
31. - supervision, liability and/or negligence concerns.		P	AP	DH	TC	C	L	OS	BC	DP	CI	17-27
32. Resolving conflicts with colleagues.		P	AP	DH	TC	C	L	OS	BC	DP	CI	28-38
33. Developing educational philosophy.		P	AP	DH	TC	C	L	OS	BC	DP	CI	39-49
Administrative/Organizational Obtaining information on:												
34. - records, filing and administrative procedures.		P	AP	DH	TC	C	L	OS	BC	DP	CI	50-60
35. - field-trips and/or excursions.		P	AP	DH	TC	C	L	OS	BC	DP	CI	61-71
36. - budgeting and/or money control.		P	AP	DH	TC	C	L	OS	BC	DP	CI	6-16
37. - extra-curricular responsibilities.		P	AP	DH	TC	C	L	OS	BC	DP	CI	17-27
38. Utilizing paraprofessional and/or parent volunteers.		P	AP	DH	TC	C	L	OS	BC	DP	CI	28-38
39. Interpreting school regulations, policies and guidelines.		P	AP	DH	TC	C	L	OS	BC	DP	CI	39-49
Please add any other areas in which you sought or desired consultative assistance. (Circle appropriate referent letter indicators.)												
40. ______________________________ ______________________________		P	AP	DH	TC	C	L	OS	BC	DP	CI	
41. ______________________________ ______________________________		P	AP	DH	TC	C	L	OS	BC	DP	CI	
42. ______________________________ ______________________________		P	AP	DH	TC	C	L	OS	BC	DP	CI	

C. SPECIFIC PROBLEMS WITHIN THREE EDUCATIONAL CONCERNS AND MEASURE OF SATISFACTION

1. Select the educational concern (from Section B) for which you had greatest need for consultative assistance, and insert its number in the space provided.
2. Outline up to three specific problems you had in relation to this concern.
3. Circle the letter indicator for the ONE person from whom you sought most assistance appropriate to each specific problem.
4. Indicate in the first column, the number of occasions assistance was sought for each specific problem as follows:
   1 = 1-4 occasions
   5 = 5 or more occasions
   R = Recurring need
5. Indicate your level of satisfaction with the assistance received where:
   1 = very satisfactory,
   2 = satisfactory,
   3 = unsatisfactory.

		Consultative Personnel										Satisfaction			
	Number of occasions	Principal	Assistant principal	Department head	Teacher colleagues	Counsellor	Librarian	Teacher other schools	E.P.S.B. consultant	Provincial Department of Education personnel	Community/Industrial/Business personnel	Very Satisfactory	Satisfactory	Unsatisfactory	c.c.
EDUCATIONAL CONCERN NUMBER( )															
Specific problems.															
1. ______________ ______________		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	50-54
2. ______________ ______________		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	55-57
3. ______________ ______________		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	58-60

	Number of occasions	Principal	Assistant principal	Department head	Teacher colleagues	Counsellor	Librarian	Teacher other schools	E.P.S.B. consultant	Provincial Department of Education personnel	Community/Industrial/Business personnel	Very Satisfactory	Satisfactory	Unsatisfactory	c.c.
Repeat the above procedure for the educational concern for which you had the second greatest need for consultative assistance.															
EDUCATIONAL CONCERN NUMBER( )															
1. ______		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	61-65
2. ______		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	66-68
3. ______		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	69-71
Repeat the above procedure for the educational concern for which you had the third greatest need for consultative assistance.															
EDUCATIONAL CONCERN NUMBER( )															
1. ______		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	72-76
2. ______		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	77-79
3. ______		P	AP	DH	TC	C	L	OS	BC	DP	IB	1	2	3	6-8

In instances where the consultative assistance that you sought proved to be unsatisfactory, please explain why you believe it was unsatisfactory.

1. ______________________________

2. ______________________________

3. ______________________________

D. EDUCATIONAL CONCERNS
FOR WHICH CONSULTATIVE ASSISTANCE WAS NOT SOUGHT

Indicate by check (✓) and/or written response, your reasons for NOT seeking consultative assistance for educational concerns, since September 1, 1977.

c.c.

1. Have there been occasions when you needed consultative assistance but did not seek it? 9

   1. Yes ( )   2. No ( )

2. If yes (Question 1), indicate the numbers of the three (3) most important educational concerns for which consultative assistance was needed by you but not sought. 10-15

   1. Educational concern number ( )
   2. Educational concern number ( )
   3. Educational concern number ( )

3. If yes (Question 1), indicate the number of times consultative assistance was needed by you but not sought. 16

   1. Once or twice per day ( )
   2. Once or twice per week ( )
   3. Once or twice per month ( )
   4. Once or twice per year ( )

4. Please indicate the reasons why consultative assistance was not sought by you in relation to the above concerns.

   1. ______________________________
   ____
   2. ______________________________
   ____
   3. ______________________________
   ____

E. CONSULTATIVE ASSISTANCE PROVIDED BY YOU

Indicate by check (✓):

1. Whether or not you have provided consultative assistance to other teachers, since September 1, 1977 (in both this and other schools).
2. The three (3) educational concerns in which you provided consultative assistance most frequently.
3. The frequency with which you provided this consultation.

C.C.

A. Consultative assistance provided by you in THIS school.

1. Have you provided consultative assistance to teachers in this school?

   1. Yes ( ) 2. No ( ) 17

2. If Yes (Question 1), indicate the numbers of the three (e) educational concerns in which you provided consultative assistance most frequently.

   1. ( ) 2. ( ) 3. ( ) 18

3. If Yes (Question 1), how often was consultative assistance provided by you, regardless of educational concern? 19

   1. once or twice per day ( )
   2. once or twice per week ( )
   3. once or twice per month ( )
   4. once or twice per year ( )

B. Consultative assistance provided by you in OTHER schools.

4. Have you provided consultative assistance to teachers in other schools?

   1. Yes ( ) 2. No ( ) 20

5. If Yes (Question 4), indicate the numbers of the three (3) educational concerns in which you provided consultative assistance most frequently.

   1. ( ) 2. ( ) 3. ( ) 21

6. If Yes (Question 4), how often was consultative assistance provided by you regardless of educational concern? 22

   1. once or twice per day ( )
   2. once or twice per week ( )
   3. once or twice per month ( )
   4. once or twice per year ( )

F. RELATED GENERAL QUESTIONS

To each of the following questions, please circle the number indicator for the appropriate response.

1 = Not at all
2 = A little
3 = Moderately
4 = Considerably

	Not at all	A little	Moderately	Considerably	c.c.
To what extent is your need for consultative assistance met through the following:					
1. - shared exchanges in subject/department meetings within your school?	1	2	3	4	23
2. - professional development seminars and conferences conducted by the E.P.S.B.?	1	2	3	4	24
3. - A.T.A. specialist councils?	1	2	3	4	25
4. - other A.T.A. professional development services?	1	2	3	4	26
5. - professional journals and/or other publications?	1	2	3	4	27
6. - contact with university personnel?	1	2	3	4	28
To what extent:					
7. - is your choice of consultant influenced by perceived trust (of the consultant)?	1	2	3	4	29
8. - do staff facilities and staff accomodation (within your school) enhance your opportunities to seek or provide consultative assistance?	1	2	3	4	30
9. - is access to the most appropriate consultant restricted by organizational structures or administrative procedures?	1	2	3	4	31

IF YOU ARE WILLING TO PARTICIPATE IN A FOLLOW-UP INTERVIEW, PLEASE SIGN HERE:

NAME ______________________

SCHOOL ______________________

THANK YOU FOR YOUR COOPERATION. PLEASE SEAL THE QUESTIONNAIRE IN THE ACCOMPANYING ENVELOPE AND RETURN IT TO YOUR PRINCIPAL.

Department of Educational Administration
University of Alberta

INTERVIEW SCHEDULE
(Teachers)

Consultative Needs and Practices
in Selected Senior High Schools in Alberta

(To be said to the interviewee)

Thank you for agreeing to this interview. May I assure you that everything said in this interview will remain anonymous and confidential.

This interview represents a follow-up to the questionnaire you completed recently with regard to consultative practices in selected senior high schools in Alberta.

I wish to go over each of the three educational concerns nominated by you in Section C of the questionnaire as the areas of your greatest need for consultative assistance, to more fully understand the specific nature of the consultative needs you had.

These initial questions relate to Section C of the questionnaire. (Specific aspects within the three educational concerns nominated by you, and your measure of satisfaction with the consultative assistance received.)

---

1. Would you please elaborate upon .... (read the specific aspect statement) in relation to the educational concern .... (read the concern statement). ____________________

2. When did you feel the need for assistance? ____________________

3. You sought assistance from .... (name the referent), and your stated level of satisfaction was .... (name the level). Why did you seek consultative assistance from that particular person, and what does your satisfaction level indicate? ____________________

4. Did you seek assistance about this concern from other people? If so, why? ____________________

5. Was this a recurring concern and, if so, why? ______________________

(Repeat this format for each of the three educational issues nominated in Section C of the questionnaire.)

(Where relevant)

The following questions relate to Section D of the questionnaire.

1. You have indicated that there were educational concerns for which you desired consultative assistance, but for which you did not seek it. Would you please elaborate on your reasons for not seeking help? ______________________

2. Has this obstacle or condition been subsequently removed and, if so, how? ______________________

(Where relevant)

These questions relate to Section E of the questionnaire.

1. You have indicated that you have provided consultative assistance to colleagues in this (and other) school(s). Do you believe this to have been of benefit to the person you helped? How? ______________________

2. Was the act of providing consultative assistance to a colleague beneficial to you and, if so, how? ______________________

These questions relate to Section F of the questionnaire.

1. Will you elaborate briefly on each of your responses to these nine questions. (Read the statement and response for each.)

   1. ______________________
   2. ______________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

2. How satisfactory, in general, do you find consultative assistance from external consultants to be? Why? ______________________________

3. How satisfactory, in general, do you find consultative assistance from internal consultants to be? Why? ______________________________

Are there any questions you wish to ask me? ______________________________

Thank you for agreeing to this interview.

THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

I am writing to request your cooperation in a research project dealing with the consultative needs of teachers. For some years I have been involved with my graduate students in this area of research, having examined in detail the elementary and junior high levels. This year, Mr. Ross Millikan, a doctoral student, is working with me in examining the consultative needs and practices of teachers in senior high schools.

Both Dr. Tom Blowers and Mr. Austin Youngberg have approved the study and are very interested in obtaining the results. Questionnaires have been provided for teachers in the following schools -- Wagner, Victoria and Ainlay. Follow-up interviews will be held with teachers who volunteer for this activity.

Would you please complete the enclosed questionnaire and return it to me in the stamped addressed envelope by May 5. Because the format of questions is similar to that of the teachers' questionnaire, some questions may not be applicable to your functions.

Copies of the completed thesis will be provided to Dr. Blowers and Mr. Youngberg, and copies of a brief report will also be made available to all supervisors/consultants who participate in the study.

Information that you provide will be kept confidential by Mr. Millikan and myself.

Yours sincerely,

E. A. Holdaway
Professor

EAH/hlp

Consultative Practices in
Selected Senior High Schools in Alberta

QUESTIONNAIRE -- SUPERVISORY STAFF

A. DEMOGRAPHIC DETAILS CODE NO. ________

c.c.
1-5

Please place check (✓) or appropriate response in the space provided.

1. Sex Male ( ) Female ( ) 6

2. Number of complete years of post-secondary education as assessed for salary purposes.

2 years or less ( ) 5 years ( )
3 years ( ) 6 years or more ( ) 7
4 years ( )

3. Number of complete years in which you have provided consultative assistance as an officially designated supervisor or consultant. (Include current academic year as one full year.)

1 year ( ) 4 years ( )
2 years ( ) 5 years or more ( ) 8
3 years ( )

4. Number of years you have held your present position. (Include current academic year as one full year.

( ) years 9-10

5. Indicate what percentage of your working week (on average) is spent in the following activities.

1. Teaching K-G.6 ( )% 11-22
2. Teaching G.7-9 ( )%
3. Teaching G.10-12 ( )%
4. Providing consultative assistance to K - G.9 teachers( )%
5. Providing consultative assistance to G.10-12 teachers( )%
6. Other (please specify) ____________ ( )%

Total per week (100)%

6. Which subject area(s), if any, do you most commonly teach to G.10-12?

1. ____________
2. ____________
3. ____________

7. In which subject area(s) do you provide consultative assistance to G.10-12 teachers?

1. ____________
2. ____________
3. ____________

B. EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE HAS BEEN PROVIDED

DEFINITION:

For the purposes of this study "consultative assistance" is defined as:

Assistance and/or advice about perceived educational concerns intentionally sought by teachers from other personnel, internal or external to the school, and through individual or small group interaction.

Listed below are 39 educational concerns grouped under six category headings. For each educational concern for which you have provided consultative assistance to teachers since September 1, 1977, please provide information by check (✓).

1. The number of occasions on which consultative assistance was provided by you. Check (✓).
    - -never
    - -seldom
    - -frequently
    - -continually
2. Whether the provision of consultative assistance was generally "recurring" for most teachers. Check (✓) only if recurring.
3. Please indicate grade level(s) for which consultative assistance was provided (where relevant and ascertainable). Check (✓).

EDUCATIONAL CONCERNS	Number of Occasions				Recurring need (most teachers)	Grade Level			c.c.
	Never	Seldom	Frequently	Continually		Grade 10	Grade 11	Grade 12	
Curriculum/Program									
Determining:									
1. - established school programs and standards.									31-35
2. - teaching-time and subject allocation.									36-40
3. - expectations for student achievement.									41-45
4. - course objectives.									46-50
5. Developing course outlines.									51-55
6. Selecting "best" instructional materials.									56-60

EDUCATIONAL CONCERNS	Never	Seldom	Frequently	Continually	Recurring need (most teachers)	Grade 10	Grade 11	Grade 12	c.c.
Instruction/Methodology									
Planning and/or utilizing:									
7. - evaluation procedures.									61-65
8. - individualized instruction.									66-70
9. - small group instruction.									71-75
10. - team-teaching techniques.									76-80
11. - problem-solving, inquiry and discovery techniques.									6-10
12. - questioning techniques.									11-15
Determining "best"									
13. - techniques for content presentation									16-20
14. - sequencing for content presentation									21-25
Specialist Equipment/AV Technology									
Selecting and/or:									
15. - operating specialist and/or AV equipment.									26-30
16. - developing specialist and/or AV materials.									31-35
17. Obtaining information on new specialist and/or AV materials and equipment.									36-40
18. Utilizing kits, games, charts.									41-45
Counselling/Student Concerns									
Developing and/or utilizing:									
19. - remedial programs and materials.									46-50
20. - accurate reporting procedures.									51-55
Dealing with:									
21. - tardiness and/or absenteeism.									56-60
22. - student personal problems.									61-65
Improving:									
23. - classroom control and discipline.									66-70
24. - student motivation.									71-75
25. Obtaining adequate student background information.									76-80
26. Determining the needs and abilities of individual students.									6-10
27. Diagnosing learning difficulties.									11-15

EDUCATIONAL CONCERNS	Never	Seldom	Frequently	Continually	Recurring need (most teachers)	Grade 10	Grade 11	Grade 12	c.c.
Professional Obtaining information on:									
28. - legal and/or professional rights and responsibilities.									16-20
29. - professional development and in-service programs.									21-25
30. - teacher evaluation, promotion, transfer and/or sabbatical applications.									26-30
31. - supervision, liability and/or negligence concerns.									31-35
32. Resolving conflicts with colleagues.									36-40
33. Developing educational philosophy.									41-45
Administrative/Organizational Obtaining information on:									
34. - records, filing and administrative procedures.									46-50
35. - field-trips and/or excursions.									51-55
36. - budgeting and/or money control.									56-60
37. - extra-curricular responsibilities.									61-65
38. Utilizing paraprofessional and/or parent volunteers.									66-70
39. Interpreting school regulations, policies and guidelines.									71-75
Please add any other areas in which you sought or desired consultative assistance. (Circle appropriate referent letter indicators.)									
40. ____________________									
41. ____________________									
42. ____________________									

C. SPECIFIC ASPECTS WITHIN THREE EDUCATIONAL CONCERNS AND MEASURE OF SATISFACTION

1. Select the three (3) educational concerns (from Part B) for which you provided consultative assistance most frequently.
2. For each of these educational concerns, state the most specific aspects of teacher's needs for consultative assistance.
3. For each aspect of each concern, indicate your general level of satisfaction in your provision of consultative assistance, as follows:

1 = Unsatisfactory
2 = Satisfactory
3 = Very satisfactory

	SATISFACTION			
	Un-sat.	Sat.	Very sat.	c.c.
EDUCATIONAL CONCERN NUMBER ( )				
Specific Aspects: 1. ______________________	1	2	3	76-78
2. ______________________	1	2	3	
3. ______________________	1	2	3	
EDUCATIONAL CONCERN NUMBER ( )				
Specific Aspects: 1. ______________________	1	2	3	6-8
2. ______________________	1	2	3	
3. ______________________	1	2	3	
EDUCATIONAL CONCERN NUMBER ( )				
Specific Aspects: 1. ______________________	1	2	3	9-11
2. ______________________	1	2	3	
3. ______________________	1	2	3	

D. EDUCATIONAL CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS NOT SOUGHT BY TEACHERS

1. Please give your perceptions of the reasons why teachers needing consultative assistance may choose NOT to seek it.
2. Indicate whether you perceive any of these reasons to be common among teachers.
3. Indicate the numbers of any educational concerns (from Section B) which you perceive relate to the reasons you have given.

Reasons	Common among Teachers		Educational Concerns (Insert Numbers from Section B)			c.c.
	Yes	No				
1. ____________________ ____________________						12-18
2. ____________________ ____________________						19-25
3. ____________________ ____________________						26-32
4. ____________________ ____________________						33-39
5. ____________________ ____________________						40-46
6. ____________________ ____________________						47-53

E. RELATED GENERAL QUESTIONS

To each of the following questions, please circle the number indicator for the appropriate response.

1 = Not at all
2 = A little
3 = Moderately
4 = Considerably

	Not at all	A little	Moderately	Considerably	c.c.
To what extent do you perceive teachers' needs for consultative assistance to be met through:					
1. - shared exchanges in subject/department meetings within their schools?	1	2	3	4	54
2. - professional development seminars and conferences conducted by the E.P.S.B.?	1	2	3	4	55
3. - A.T.A. specialist councils?	1	2	3	4	56
4. - other A.T.A. professional development services?	1	2	3	4	57
5. - professional journals and/or other publications?	1	2	3	4	58
6. - contact with university personnel?	1	2	3	4	59
To what extent do you perceive the following:					
7. - teachers' choice of consultant to be influenced by perceived trust (of the consultant)?	1	2	3	4	60
8. - staff facilities and staff accommodation (within schools) enhances teachers' opportunities to seek consultative assistance?	1	2	3	4	61
9. - teachers' access to the most appropriate consultant to be restricted by organizational structures or administrative procedures?	1	2	3	4	62

IF YOU ARE PREPARED TO PARTICIPATE IN A FOLLOW-UP INTERVIEW, PLEASE SIGN HERE:

NAME ______________________________ Phone numbers:
Office ____________
OFFICE ADDRESS ______________________________ Home ____________

PLEASE SEAL THE QUESTIONNAIRE IN THE ACCOMPANYING STAMPED, ADDRESSED ENVELOPE AND MAIL AS SOON AS POSSIBLE.

Department of Educational Administration
University of Alberta

INTERVIEW SCHEDULE
(Supervisory Staff)

Consultative Needs and Practices in Selected Senior High Schools in Alberta

(To be said to the interviewee)

Thank you for agreeing to this interview. May I assure you that everything said in this interview will remain anonymous and confidential.

This interview represents a follow-up to the questionnaire you completed recently with regard to consultative practices in selected senior high schools in Alberta.

I wish to go over each of the three educational concerns nominated by you as the major areas of teacher need for consultative assistance, to more fully understand the specific nature of the consultative service you provided.

These initial questions are related to Section C of the questionnaire. (Specific aspects within particular educational concerns as nominated by you, and the level of your satisfaction.)

1. Would you please elaborate upon the specific aspects (read the specific aspect statement) as raised by teachers in relation to educational concern .... (read the concern statement).

2. When did teachers indicate their need for assistance? ___________

____

3. Was this a recurring concern for teachers and, if so, please give your opinion as to why this was so. ___________

____

4. Your level of satisfaction with your provision of assistance was .... (indicate the level). What does your satisfaction level indicate? ___________

____

(Repeat this format for each of the three educational concerns nominated in Section C of the questionnaire.)

(Where relevant)

The following questions relate to Section D of the questionnaire.

1. You have provided your perceptions of the reasons why teachers needing consultative assistance may choose not to seek assistance. Will you please elaborate on these perceptions? ______

2. Will you please qualify your responses regarding prevalence among teachers? ______

3. How could obstacles such as those you perceive be removed to facilitate future consultation? ______

These questions relate to Section E of the questionnaire.

1. Will you elaborate briefly to each of your responses to these nine questions? (Indicate the statement and the response.)

   1. ______
   2. ______
   3. ______
   4. ______
   5. ______
   6. ______
   7. ______
   8. ______
   9. ______

2. How satisfactory, in general, do you believe consultative assistance from external consultants to be for the teacher? ______

3. How satisfactory, in general, do you believe consultative assistance from internal consultants to be for the teacher?

____

Are there any questions you wish to ask of me? ________________

____

Thank you for agreeing to this interview.